

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L223 / HUMAN DIMENSION ROLE IN LEADERSHIP DEVELOPMENT
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L201, Introduction to Army Leadership, Sep 99
TSP Users	400-PLDC, Primary Leadership Development Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number**Task Title****Individual**

158-100-1110

Apply the Essential Elements of Army Leadership Doctrine to a Given Situation

158-100-1183

Identify Duties, Responsibilities, and Authority of Officers, WOs, NCOs, and DA CIVs

158-100-1285

Implement Measures to Reduce Combat Stress

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HUMAN DIMENSION IN LEADERSHIP DEVELOPMENT
L223 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-PLDC	1	Primary Leadership Development Course

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	158-100-1110 (*)	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
	158-100-1183 (*)	Identify Duties, Responsibilities, and Authority of Officers, WOs, NCOs, and DA CIVs
	158-100-1285 (*)	Implement Measures to Reduce Combat Stress

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	None	

Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		4 hrs	/ Conference / Discussion
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	4 hrs	

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	2 hrs 30 mins WE01 version 1

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	L222	What a Leader Must Be, Know, Do

Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
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Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
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References	<table border="1"> <tr> <th><u>Number</u></th> <th><u>Title</u></th> <th><u>Date</u></th> <th><u>Additional Information</u></th> </tr> <tr> <td>FM 22-100</td> <td>ARMY LEADERSHIP</td> <td>31 Aug 1999</td> <td></td> </tr> <tr> <td>FM 22-51</td> <td>LEADERS' MANUAL FOR COMBAT STRESS CONTROL</td> <td>29 Sep 1994</td> <td></td> </tr> </table>	<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>	FM 22-100	ARMY LEADERSHIP	31 Aug 1999		FM 22-51	LEADERS' MANUAL FOR COMBAT STRESS CONTROL	29 Sep 1994	
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>										
FM 22-100	ARMY LEADERSHIP	31 Aug 1999											
FM 22-51	LEADERS' MANUAL FOR COMBAT STRESS CONTROL	29 Sep 1994											

Student Study Assignments	Before class--						
	<ul style="list-style-type: none">Read Student Handout 1, Appendix D, for reading and study assignments.						
	During class--						
	<ul style="list-style-type: none">Participate in classroom discussion.						
After class--							
	<ul style="list-style-type: none">Turn in recoverable references after the examination for this lesson.						
Instructor Requirements	1:8, SSG, PLDC graduate, ITC, and SGITC qualified						
Additional Support Personnel Requirements	<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>			
	None						
Equipment Required for Instruction	<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>	
	559359	1:16	1:2	N	1	N	
	SCREEN PROJECTION						
	673000T101700	1:16	1:2	N	1	N	
	PROJECTOR, OVERHEAD, 3M						
	7110-00-T81-1805	1:16	1:2	N	0	N	
	DRY ERASE BOARD						
7510-01-424-4867	1:16	1:2	N	1	N		
EASEL, (STAND ALONE) WITH PAPER							
Materials Required	Instructor Materials:						
	<ul style="list-style-type: none">TSP						
	Student Materials:						
	<ul style="list-style-type: none">Advance sheet in Appendix D, pen or pencil and writing paper, and any materials required by the NCOA's SOPExtracts from FM 22-51 (SH-2)FM 22-100						
	NOTE: Issued to students during inprocessing.						
Classroom, Training Area, and Range Requirements	GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU)						
Ammunition Requirements	<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>	
	None						

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check learning or generate discussion among the group. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- USASMA expects you to know the information in this TSP well enough to teach from it, not read from it.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Elliott T. McGough /t/McGough, Elliott T.	GS09	Training Specialist	14 Jul 03
/s/Brian H. Lawson /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	14 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	14 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	15 Jul 03

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

Our NCO Creed states, "All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed."

We will discuss the scope of importance that the human dimension has on leadership. We will discuss the people, the team, and the institution. There are many things that affect humans, and you must be able to recognize and deal with them.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Demonstrate the human dimension role in leader development.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standards:	<p>Demonstrated the human dimension role of a leader IAW FM 22-51 and FM 22-100 by--</p> <ul style="list-style-type: none">• Incorporating discipline, maintaining high morale, and taking care of soldiers;• Identifying types and causes of combat stress and the leader's responsibility to control stress;• Setting the climate of a squad to bring cultures together;• Identifying leadership styles and mixing elements of style to match the place, task, and soldiers, and• Identifying how all leaders' actions/decisions have intended and unintended consequences that impact on subordinates, the squad, and the mission.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

Instructional Lead-In

To fully appreciate the human dimension (importance) of leadership, you must understand two key elements: leadership itself and the soldiers you lead.

Leadership is far from an exact science; every person and organization is different. First, you shape the environment in which you lead by who you are and what you know; second, by your soldiers and what they know; and third, by everything that goes on around you. This lesson examines the all-important human dimension in leadership.

We will discuss in this lesson the importance of the human dimension role and how it affects people, teams, and institutions; combat stress; the stress of change; climate and culture; leadership styles; and intended and unintended consequences.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three major elements important in the makeup and success of the soldier, team, and institution.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified discipline, morale, and taking care of soldiers as the three major elements important in the makeup and success of the soldier, team, and institution IAW FM 22-100.

1. Learning Step / Activity 1. The People, The Team, and The Institution

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 25 mins
Media: VGT-1 thru VGT-3

The Army has obligations to soldiers and their families that most organizations/businesses don't have. In return, soldiers have responsibilities to the Army that far exceed those of an employee to most employers. This mutual relationship of obligation and responsibility between the soldier and the Army is at the very center of what makes the Army a team, an institution, rather than an occupation.

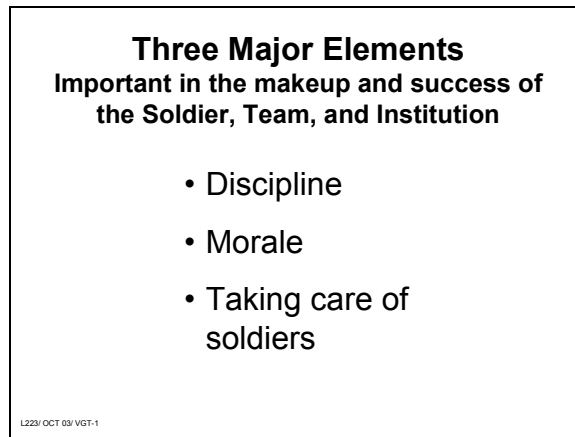
We will now discuss three major elements that are important in the make up and success of the soldier, team, and institution.

NOTE: After asking the following question, allow the students a few moments to answer before showing VGT-1.

QUESTION: What are the three major elements that are important in the make up and success of the soldier, team, and institution?

ANSWER: Show VGT-1.

SHOW VGT-1, THREE MAJOR ELEMENTS



Ref: FM 22-100, pp 3-2 thru 3-5, para 3-7 thru 3-25

REMOVE VGT-1

Discipline

The highest form of discipline is the willing obedience of subordinates who trust their leaders, understand and believe in the mission's purpose, value the team and their place in it, and have the will to see the mission through. This form of discipline produces soldiers and teams who, in the really tough moments, come up with solutions themselves.

Soldiers are our most important resource; they are in fact our "credentials." Part of knowing how to use this most precious resource is to understand the stresses and demands that influence soldiers.

Ref: FM 22-100, p 3-2, para 3-7

QUESTION: What can you do to build discipline in your squad or section?

ANSWER: Train to standard, using rewards and punishment judiciously, instilling confidence in and building trust among team members, and creating a knowledgeable collective will.

Ref: FM 22-100, p 3-2, para 3-9

Three important factors of a disciplined cohesive unit are confidence, trust, and collective will, all of which are crucial in combat.

NOTE: Call on a student to read para 3-10 on page 3-2 of FM 22-100. When finished, ask the class their views on the reading. Ask if their units have the confidence, trust, and collective will of a disciplined, cohesive unit. Would they or their comrades fight on like the soldier described? (Allow 2 minutes of discussion.)

Morale

Morale is a factor of equal importance to success in battle--as are weapons, equipment, and causes. You can't measure morale, yet it is the human dimension's most important intangible element. It measures how soldiers feel about themselves, their team, and their leaders.

Ref: FM 22-100, p 3-3, para 3-14 and 3-15

NOTE: Allow students to respond to the following question before showing VGT-2.

QUESTION: What are three factors that contribute to high morale?

ANSWER: Show VGT-2.

SHOW VGT-2, THREE FACTORS TO HIGH MORALE

Three Factors to High Morale

- Good leadership
- Shared hardships
- Mutual respect

L223/ OCT 03/ VGT-2

Ref: FM 22-100, p 3-3, para 3-15

Morale is an emotional bond that springs from common values like loyalty to fellow soldiers and a belief that the organization will care for families. Leaders know that morale holds the team together and keeps it going in the face of terrifying and dispiriting things that occur in war. A cohesive team striving to achieve common goals is the result of high morale.

REMOVE VGT-2

Taking Care of Soldiers

Readiness is the best way to truly take care of soldiers. Sending soldiers in harm's way where they may get killed or wounded may seem to be a contradiction to taking care of them. Are you really taking care of them when you send them out to combat? Consider this as you go through this portion of the lesson. You always hear people say that one-thing leaders do is "take care of soldiers." This is true; however, we need to add one more clause: "accomplish the mission while taking care of your soldiers."

NOTE: Ask the students the following question. After asking the students the question, place VGT-3 on the screen. Ask different students in the group to read one of the bullets and explain its importance based on their readings and experiences. (Allow 5 minutes of discussion.)

QUESTION: What does taking care of your soldiers mean?

ANSWER: Show VGT-3.

SHOW VGT-3, TAKING CARE OF SOLDIERS

Taking Care of Soldiers	
<ul style="list-style-type: none">• Create a disciplined environment.• Hold soldiers to high standards.• Train soldiers to perform in peace and war.• Treat soldiers fairly.• Share in soldiers' hardships.	<ul style="list-style-type: none">• Set the example.• Demand soldiers do their duty.• Train soldiers rigorously.• Give soldiers all resources needed to survive in combat.• Provide family support.
L223/ OCT 03/ VGT-3	

Ref: FM 22-100, p 3-4, para 3-18

REMOVE VGT-3

You have to be with the soldiers to see and feel what they're experiencing as well as to influence the mission by your presence. If you direct one of your teams to set up an observation point (OP), then you should visit that OP and ensure your team sets it up properly. If you stay away from the mission, you jeopardize it because you

won't know what is going on. You will risk destroying your soldiers' trust, not to mention your squad.

NOTE: Select a student to read "The K Company Visit" found on page 3-5 of FM 22-100. After the student reads the situation, ask the group the following question.

QUESTION: What three points did the "K Company Visit" bring out?

ANSWER:

- The importance of a leader going to where the action is to see and feel what's really going on.
- The importance of a first-line leader telling the boss something he doesn't want to hear.
- The importance of a leader accepting information that doesn't fit his preconceived notions.

Ref: FM 22-100, p 3-5, para 3-23

Soldiers want to see you around. If you are not putting yourself at risk, if they haven't seen you, then they are not likely to forget a mistake you make. You have to live with them in the same mud, rain, snow, blazing sun, dark nights, and threat of the enemy to keep from falling into the trap of ignorance. You lead from the front to better motivate your squad to carry on under extreme conditions.

NOTE: Ask the class to give their own definition of what morale is and where it comes from. Expected responses should be:

- Human dimension's most important indescribable element.
- Measurements of how people feel about themselves, the team, and leaders.
- Comes from good leadership, shared hardship, and mutual respect.
- An emotional bond that springs from common values like loyalty to fellow soldiers and a belief that the organization will care for families.

Ref: FM 22-100, p 3-3, para 3-14 and 3-15

CHECK ON LEARNING:

QUESTION: What are the two key elements you must know and understand to fully appreciate the human dimension of leadership?

ANSWER: Leadership itself and the people you lead.

Ref: FM 22-100, p 3-1, para 3-2

QUESTION: What can you do to build discipline in your squad or section?

ANSWER: Train to standard, use rewards and punishment judiciously, instill confidence in and build trust among team members, and create a knowledgeable collective will.

Ref: FM 22-100, p 3-2, para 3-9

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the types and causes of stress.
CONDITIONS:	In a classroom environment given FM 22-51 and FM 22-100.
STANDARDS:	Identified causes of combat stress to include stress in training, the stress caused from the changing technology, and threat IAW FM 22-100 and FM 22-51.

1. Learning Step / Activity 1. Combat Stress

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: None

Combat Stress

General Patton said, "All men are frightened. The more intelligent they are, the more they are frightened. The courageous man is the man who forces himself, in spite of his fear, to carry on." (Physical Courage).

You must understand the human dimension and anticipate soldiers' reactions to stress, especially to the tremendous stress of combat. You have to prepare yourself and think about combat stress and how it may affect you and your soldiers ahead of time. Training will prepare you to better deal with elements of surprise and reduce its effects. Terrible things happen in combat, and the Army, as well as your soldiers, expects you to have thought your way through problems.

Ref: FM 22-100, p 3-6, para 3-26

Combat Stress Behaviors

Let's talk about combat stress and the three categories of combat stress behaviors.

NOTE: Instruct students to take out SH-2 and look at pages 2-11 and 2-12, para 2-9 and Table 2-2.

Combat stress behavior is the generic term that covers the full range of behaviors that soldiers exhibit in combat, from very positive to totally negative. As you can see in your student handout, it breaks down combat stress behaviors into three categories: positive, misconduct, and battle fatigue. You need to learn these

categories and recognize the behaviors in each so you can plan and react to the behaviors should they occur.

Stress is the internal process for preparing soldiers to cope and handle situations that are not routine and causes them to adapt or change their behavior. Stress involves the physiological reflexes that prepare the body for fight or flight. These reflexes are, for example, increased nervous system arousal, release of adrenaline into the blood stream, and changes in blood flow to different parts of the body. However, stress is not all about arousal or anxiety; it involves physical and mental processes that at times suppress arousal and anxiety. It also involves accompanying emotional responses and the automatic perceptual and cognitive processes for evaluating the uncertainty or threat. Stress can cause intense emotions that produce fatigue. This is especially true of anxiety and fear because they arouse the fight or flight reflexes.

Ref: FM 22-51, p 2-1, para 2-2c (SH-2)

When the fight or flight response is extremely active, there is a state of alarm that is usually brief. Soldiers' performances may not be up to standard unless their response to the threat is instinctive (like running or freezing) or well drilled (trained). Soldiers achieve a stage of resistance when they successfully cope with a threat. Their fears and anxieties decline and they adapt to the stress.

Ref: FM 22-51, p 2-9, para 2-7 (SH-2)

Positive Combat Stress Behaviors

Positive combat stress behaviors include the heightened alertness, strength, endurance, and tolerance to discomfort which the fight or flight stress response and the stage of resistance can produce when properly in tune.

Ref: FM 22-51, p 2-11, para 2-9b (SH-2)

NOTE: Call on students to read the positive combat stress behaviors on page 2-12 in their student handout. Have the class give a brief explanation of why the behavior would be positive. (Allow 5 minutes for discussion.)

Positive combat stress behaviors include the strong personal bonding between soldiers and the pride and self-identification that they develop with the unit's history and mission (unit esprit). These form unit cohesion, a binding force that keeps soldiers together and performing the mission in spite of danger and death.

Misconduct Stress Behaviors

As you can see on your student handout, misconduct stress behaviors range from minor breaches of unit orders or regulations to serious violations of the UCMJ and perhaps the law of land warfare.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

NOTE: Call on students to read the misconduct stress behaviors on page 2-12 of their student handout. Have the class give a brief explanation of why they think the behaviors would be detrimental to the squad, unit, and Army. Allow 5 minutes.

Battle Fatigue

You may have heard the term "battle fatigue" called "combat stress reaction or combat fatigue." Look at your student handout. The behaviors at the top may accompany excellent combat performance and often occur in heroes too. They are normal, common signs of battle fatigue. As you go down the list the behaviors indicate progressively more serious warning signs.

Ref: FM 22-51, p 2-11, para 2-9d (SH-2)

NOTE: Call on students to read the battle fatigue stress behaviors on page 2-12 of their student handouts. Have the class give a brief explanation of why they think the behaviors would be detrimental to the squad, unit, and Army. Allow 5 minutes.

CHECK ON LEARNING:

QUESTION: What are the three types of combat stress behaviors?

ANSWER: Positive, misconduct, and battle fatigue.

Ref: FM 22-51, p 2-11, para 2-9 (SH-2)

QUESTION: When does a soldier reach the stage of resistance when faced with stress?

ANSWER: When he successfully copes with the stress/threat.

Ref: FM 22-51, p 2-9, para 2-7b (SH-2)

QUESTION: What type of stress behaviors would you most likely find in poorly trained, undisciplined soldiers?

ANSWER: Misconduct stress behaviors.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

Break TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Stress in Training

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 5 mins

Media: None

Stress in Training

In order to prepare for the stress of combat, just like any other skill, you have to train. Training must be meaningful with a productive mission, given with detailed constraints and limitations coupled with high standards of performance. In other words, just like combat. The Army's training doctrine directs, as one of the principles of training, "Train as You Fight." This will produce stress, and leaders may also increase the amount of stress by adding unanticipated conditions to training to create a real learning environment. There are times, however, when you don't have to add stress; it just happens and you have to adapt.

Ref: FM 22-100, p 3-7, para 3-33

NOTE: Call on a student to read "Mix-up at the Crossroads" on page 3-8 in FM 22-100.

As you just learned from the reading, Mother Nature added to the stress of the training. The downpour caused poor visibility and people got lost, causing additional stress on the leaders to have to react to the situation. Not only was there the stress of continuing the mission, but they had another mission to accomplish and that was to find their lost vehicles and men.

NOTE: For a check on learning, ask the students if they have had any experiences where unexpected events happened that added to the stress of a mission.

3. Learning Step / Activity 3. Stress of Change
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-4

Stress of Change

We discussed the classic stresses of combat that have been around for centuries. However, there is an aspect of human dimension that has become increasingly important: the effect of technological advances on organizations and soldiers and the changing threat.

Ref: FM 22-100, p 3-8, para 3-36

Technological Changes

You have always had to deal with the effect of technological changes. However, today these changes are coming faster than before, to include warfighting technology. The speed of the changes is forcing the Army to change many aspects of the way it operates. These changes are also creating new leadership challenges (stresses).

Ref: FM 22-100, p 3-8, para 3-37

Technology's presence will challenge you and your subordinates. It is here to stay, and you are going to have to deal with it and continually learn how to manage it and make it work for you, your soldiers, and unit. Your challenges will come from many directions.

NOTE: Ask the following question and then show VGT-4 to the group. Select soldiers to read each bullet comment and provide input as to what the bullet comment means. (Allow 3 minutes of discussion.)

QUESTION: What are some of the challenges that you will face from technology?

ANSWER: See VGT-4.

SHOW VGT-4, LEADERSHIP CHALLENGES FROM TECHNOLOGY

Leadership Challenges from Technology

- Learning strengths and weaknesses of different technologies.
- Learning how technologies match between your unit and others, U.S. and allies.
- Considering the effect of technology on the time to analyze problems, make a decision, and act.

L223/ OCT 03/ VGT-4

Ref: FM 22-100, p 3-8, para 3-37

REMOVE VGT-4

Technological advances are changing the size of the battlefield and the speed of battle. These changes allow continuous operations and increase the mental and physical stress on you and your soldiers. Also adding to stress are the speed and deadliness of the modern battle, making mental alertness and initiative even more necessary for training, fighting, and winning. The challenge for all Army leaders is to overcome confusion on a fast-moving battlefield characterized by too much information coming in too fast.

Ref: FM 22-100, pp 3-8 and 3-9, para 3-37 thru 3-40

Stress of Threat

Not only has technology contributed to the stress of change, so has the changing threat. The Army's twenty-first century began in 1989 when the Berlin Wall fell, followed by the collapse of the Soviet Union.

With the loss of the major threat, America now faces smaller threats and situations that can quickly mushroom into a major challenge. The demand for special, joint, and multi-national operations increased along with leaders on the ground having to invent ways to accomplish their mission, facing situations they could

not have anticipated. Accordingly, the importance of direct leaders, like yourselves, making the right decision in stressful situations has increased.

Ref: FM 22-100, p 3-11, para 3-47

CHECK ON LEARNING:

QUESTION: What has technology done to the modern battlefield and combat?

ANSWER: Changed the size of the battlefield and the speed of combat.

Ref: FM 22-100, p 3-9, para 3-40

QUESTION: With technology changing the size of the battlefield and the speed of combat, it also allows for continuous operations. What do continuous operations do to the soldier?

ANSWER: Increase his mental and physical stress.

Ref: FM 22-100, p 3-9, para 3-40

QUESTION: What are the three types of combat stress behaviors?

ANSWER: Positive, misconduct, and battle fatigue.

Ref: FM 22-51, p 2-11, para 2-9 (SH-2)

QUESTION: When does a soldier reach the stage of resistance when faced with stress?

ANSWER: When he successfully copes with the stress/threat.

Ref: FM 22-51, p 2-9, para 2-7b (SH-2)

QUESTION: What type of stress behaviors would you most likely find in poorly trained, undisciplined soldiers?

ANSWER: Misconduct stress behaviors.

Ref: FM 22-51, p 2-11, para 2-9c

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the direct leader's responsibilities for controlling stress.
CONDITIONS:	In a classroom environment given FM 22-51 and FM 22-100.
STANDARDS:	Identified the direct leader's responsibilities for controlling stress IAW FM 22-51 and FM 22-100.

1. Learning Step / Activity 1. Combat (Conflict) Stress
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 30 mins
Media: VGT-5

Combat (Conflict) Stress

As a direct leader your job is to support the Army in its ultimate responsibility to win the nation's wars. In order for soldiers to get through the terrible challenges of combat, they must have the will to win--the ability to gut it out when things get really tough or even seem hopeless. As you learned in the last lesson, this will to win is part of the warrior ethos that grounds itself on the refusal to accept failure. Warrior ethos and the will to win is also finding workable solutions to the toughest problems. You're responsible to develop and display in yourself and your soldiers the will to win and persevere no matter the circumstances. Your duty is to impress upon the squad a winning spirit, the commitment to do its part to accomplish the mission regardless of when, where, or what.

Missions often involve danger, and therefore fear. Recognize fear and handle it. Let your soldiers know they can expect it and explain how to handle it. Fear comes from the mission going bad, buddies getting killed or wounded, and realizing their own mortality. It comes from the insecurity before battle: "Will I perform well, or will I let my buddies down?"

Ref: FM 22-100, p 3-6, para 3-28 thru 3-30

In order for your squad to perform, you need to bring out positive combat stress behaviors in your squad. We discussed them earlier.

QUESTION: What can you do to bring out positive combat stress behaviors?

ANSWER: See VGT-5.

SHOW VGT-5, POSITIVE COMBAT STRESS BEHAVIORS

Positive Combat Stress Behaviors

You can bring out positive combat stress behaviors by:

- Training (drill)
- Wise personnel policies
- Good leadership

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Ref: FM 22-51, p 2-11, para 2-9b (SH-2)

The results of good training, wise personnel policies, and good leadership result in behaviors from which the squad should receive praise and perhaps recognition for individual valor and/or unit citations.

REMOVE VGT-5

Direct Leaders Responsibilities

In order to bring out the positive stress behaviors and to deal with misconduct stress behaviors and battle fatigue, you must follow and execute your direct leader responsibilities for controlling combat (conflict) stress.

The entire chain of command is responsible for controlling combat stress, from the senior organizational leaders and staff sections down to you at the squad and section level.

Direct leaders have the crucial business of applying the principles of stress control day-by-day, hour-by-hour, and minute-by-minute. These responsibilities overlap with senior leaders' responsibilities but include parts that are fundamentally "sergeants' business" supported by the officers. Look at SH-2, page 1-11, Table 1-3. This is a list of your responsibilities.

NOTE: Call on students to read the Junior Leader's Responsibilities--Combat Stress Control list and provide input as to why these responsibilities are important in developing positive combat stress behaviors. (Allow for 15 minutes of discussion.)

- Be competent, committed, courageous, candid, and caring.
- Build cohesive teams; integrate new personnel quickly.
- Cross-train soldiers wherever and whenever possible.
- Plan and conduct tough realistic training that replicates combat conditions, especially live fires.
- Take care of your soldiers, including the leaders.
- Assure physical fitness, nutrition, hydration, adequate clothing and shelter, and preventive medicine measures.
- Make and enforce sleep plans.
- Keep accurate information flowing down to the lowest level (and back up again); dispel rumors.
- Encourage sharing of resources and feelings.
- Conduct after-action debriefings routinely.
- Maintain (through positive leadership and, when necessary, with disciplinary action) the high standards of the international law of land warfare.
- Recommend exemplary soldiers for awards and decorations.
- Recognize excess stress early and give immediate support.
- Keep those stressed soldiers who can still perform their duties in the unit, and provide extra support and encourage them back to full effectiveness.
- Send those stressed soldiers who cannot get needed rest in their small unit back to a supporting element for brief sleep, food, hygiene, and limited duty, to return in 1 to 2 days.
- Refer temporarily unmanageable stress cases through channels for medical evaluation and treatment.
- Welcome recovered battle fatigue casualties back and give them meaningful work and responsibilities.

Misconduct Stress Behaviors

As you learned earlier, misconduct stress behaviors are very serious. These types of behaviors are most likely to occur in poorly trained units with undisciplined soldiers. However, soldiers have committed these behaviors under extreme combat stress. You can help prevent misconduct by performing your responsibilities to control stress that you just learned above. However, once a serious misconduct occurs, you must deal with it immediately and punish the soldier(s) who committed the act. This will prevent further erosion of discipline. No matter if the misconduct occurred under an extremely heroic act, you cannot justify or tolerate a criminal act.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

Battle Fatigue

Earlier you learned the warning signs of battle fatigue. These signs deserve immediate attention to prevent potential harm to the soldier, fellow soldiers, or the mission. You must recognize the warning signs and ensure the soldier receives help. The soldier can receive help locally, and if he can't respond quickly to helping actions, then evacuate him for additional examination.

Ref: FM 22-51, p 2-11 thru p 2-13, para 2-9d (SH-2)

Stress of Changes

Technology contributes greatly to the understanding of the battlefield. You need to learn about systems and increase your technical and tactical skills as well as those of your soldiers. It is important that you and your soldiers know the technical side of the new systems and their tactical capabilities. Good leaders stay abreast of advances that enhance their tactical abilities.

Technology provides a great deal of information, but it may not present a completely accurate picture of what is going on. Nothing takes the place of being on the ground with your soldiers and seeing what is actually happening. This is the only way to see the real situation. Technology is invaluable; however, you must understand its limits and ensure your soldiers also understand.

Ref: FM 22-100, p 3-9, para 3-43

NOTE: Check on learning will follow LS/A 2, ELO 3.

2. Learning Step / Activity 2. Stressful Situations
 - Method of Instruction: Conference / Discussion
 - Technique of Delivery: Small Group Instruction (SGI)
 - Instructor to Student Ratio: 1:8
 - Time of Instruction: 20 mins
 - Media: None

Stressful Situations

Now that we have learned the causes of stress and our responsibilities, let's look at and discuss some stressful situations that FM 22-100 provides and how the soldiers reacted to their situation.

SITUATION ONE. Task Force Ranger in Somalia, 1993

NOTE: Select a student to read Task Force Ranger in Somalia, 1993 on page 3-6 in FM 22-100.

NOTE: Ask the students to describe what the reactions of the men and squad leader were when they saw "Sarge" killed. (Allow two minutes for discussion.)

Expected responses:

- The men screamed and panicked at the sight of "Sarge" dying.
- The squad leader yelled at the squad to calm the soldiers down.
- The squad leader told his soldiers how important it was to continue to fight; they had to continue to fight if they wanted to get out alive

Ref: FM 22-100, p 3-6, Task Force Range in Somalia, 1993

NOTE: Ask the students to describe what the squad leader accomplished by his actions and if the squad leader demonstrated to his men the will to win. (Allow two minutes for discussion.)

Expected responses:

- He jerked his men back into a conditioned response drilled into them during training and that took their minds off the loss.
- Although the situation looked bad and even hopeless, the squad leader overcame fear, demonstrated calm, seasoned leadership under stress, calmed his squad down, and continued the mission. In spite of the loss, the unit persevered.

Ref: FM 22-100, p 3-6, para 3-27

Break TIME: 01:50 to 02:00

TIME: 02:00 to 02:15 (continue learning step/activity 2, ELO 3)

The importance of direct leaders making right decisions in stressful situations has also increased in situations other than war as you will learn in Situation 2 about a leader's decision in Bosnia Herzegovina. Leaders making correct decisions under stressful situations can have organizational and strategic level implications.

SITUATION TWO. Securing a TV Station in Bosnia-Herzegovina

NOTE: Select a student to read the situation in para 3-12 and 3-13 on page 3-3 of FM 22-100. Upon completion, ask the students to give their opinions on the following questions (allow five minutes for discussion):

- Why was the local population's perception of how American soldiers secured the TV tower just as important as securing the tower itself?
- What could have been the consequences if handled poorly?
- How could have their actions affected decisions at the strategic level?
- Why were the leaders and soldiers able to overcome the stress of the situation?

Expected Responses:

- The perception of the people and how the Americans took the tower was crucial. If the soldiers had taken it with such force as to cause civilian casualties, word would have spread of the Americans' actions. This could cause an international incident and caused problems at the Army organizational and strategic levels.
- Maintaining order throughout Bosnia-Herzegovina could have been much more difficult.
- The leaders and soldiers of the detachment didn't allow the stress of the situation to break them down due to their excellent training and discipline.

Ref: FM 22-100, p 3-3, para 3-12 and 3-13 and p 3-11, para 3-49

SITUATION THREE. MSG Gordon and SFC Shughart in Somalia

NOTE: Call on a student to read MSG Gordon and SFC Shughart in Somalia, on page 2-8 in FM 22-100. Upon completion, ask the students the following question. (Allow 5 minutes for discussion.)

What combat stress behaviors do you believe MSG Gordon and SFC Shughart displayed and why?

Expected Response:

A student could name all the positive conduct stress behaviors and possibly those under battle fatigue: hyper-alertness, fear, anxiety, irritability, anger, and rage.

As you learned above, the leaders in the above three situations were able to cope with stress and make the right decisions. The organizational and strategic leaders of our Army count on you to do just that, to accomplish the mission the right way by making the right decisions the first time in any situation under any circumstance in stressful situations. Today, this is more important than ever.

The human dimension of leadership--how the environment affects you and

your soldiers--affects how you lead. Stress is a major part of the environment both in peace and war. Major sources of stress include the rapid pace of change and complexity of technology. You must stay on top of both. Your character and skills, how you handle stress, and the morale and discipline you develop in your squad are more important in establishing the climate in your organization than any external circumstances.

CHECK ON LEARNING

QUESTION: What carries soldiers through the terrible challenges and stress of combat?

ANSWER: The will to win and the ability to gut it out when things get really tough, even when things look hopeless.

Ref: FM 22-100, p 3-6, para 3-28

QUESTION: What three things must you do to bring out positive combat stress behaviors?

ANSWER: Sound military training (drill), wise personnel policies, and good leadership.

Ref: FM 22-51, p 2-11, para 2-9b

QUESTION: A soldier commits an act of heroism and at the same time commits a serious act of misconduct. What is your responsibility as a leader?

Answer: Discipline the soldier. A heroic act cannot give you justification to tolerate criminal misconduct.

Ref: FM 22-51, p 2-11, para 2-9c

QUESTION: Under stressful situations, what do organizational and strategic leaders count on you for?

ANSWER: To make the right decisions the first time in any situation.

Ref: FM 22-100, p 3-11, para 3-49

D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify how climate and culture describe the environment in which you lead soldiers.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified how the leader sets the climate in the squad and how culture brings soldiers together IAW FM 22-100.

1. Learning Step / Activity 1. Climate and Culture
 - Method of Instruction: Conference / Discussion
 - Technique of Delivery: Small Group Instruction (SGI)
 - Instructor to Student Ratio: 1:8
 - Time of Instruction: 35 mins
 - Media: VGT-6 and VGT-7

Climate and Culture

Climate and culture describe the environment in which you lead your soldiers. Culture refers to the environment of the Army as an institution and of major elements or communities within the Army. Climate refers to the environment of units and organizations. You will establish the climate in your squad, whether purposefully or unwittingly.

Ref: FM 22-100, p 3-12, para 3-52

Climate

Taking care of soldiers and maximizing their performance depends on the climate you set. The squad sets the climate by the way it feels about itself which is directly attributable to the leader's values, skills, and actions. Climate comes from the soldiers' shared perceptions, attitudes, and what they believe about the day-to-day functioning of the squad. These things have a great impact on their motivation and the trust they have in you. FM 22-100, para 3-54 provides you with questions that can help you determine a unit's climate and what you need to do to establish one. These are good questions to use to help you determine a unit's climate.

When you do the right things for the right reasons, you create a healthier squad. In fact, your behavior has the greatest impact on the squad's climate. It will tell every member what you will and will not tolerate.

Ref: FM 22-100, p 3-12, para 3-53 thru 3-55

NOTE: Call on a student to read, "Changing a Unit's Climate, The New Squad Leader," on page 3-13, FM 22-100. (You may want to have more than one reader, as the text is long.) Upon completion of the reading, show VGT-6 followed by VGT-7 and ask the students to answer the questions in reference to the reading, what the situation was before and after SSG Withers' arrival, and the actions he took.

NOTE: Para 3-56, FM 22-100, gives an explanation of the results of SSG Withers' actions that you can use to assist in guiding the students in answering the questions on the VGTs.

SHOW VGT-6, ORGANIZATIONAL CLIMATE QUESTIONS

<p style="text-align: center;">Organizational Climate Questions</p> <ol style="list-style-type: none">1. Do leaders set clear priorities and goals?2. Is a system of recognition, rewards and punishments in place? Does it work?3. Do leaders know what they are doing? Do they admit when they are wrong?4. Do leaders seek input from subordinates? Do they act on feedback?5. Do junior leaders have authority to make decisions in the absence of orders? <p style="text-align: left; font-size: small;">L223/ OCT 03/ VGT-6</p>
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REMOVE VGT-6

NOTE: Continue question with VGT-7.

SHOW VGT-7, ORGANIZATIONAL CLIMATE QUESTIONS (CONT)

<p style="text-align: center;">Organizational Climate Questions (cont)</p> <ol style="list-style-type: none">6. Are internal stress and negative competition high in the unit? If so, are leaders doing anything to change it?7. Do leaders behave the way they talk, consistent with Army values and good role models?8. Do leaders lead from up front or share hardships when things get tough?9. Do leaders talk to their organization regularly and keep their soldiers informed? <p style="text-align: left; font-size: small;">L223/ OCT 03/ VGT-7</p>
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REMOVE VGT-7

Soldiers complain, but they expect you to hold them to a standard. They will feel better about themselves when they work hard and successfully accomplish their tasks to standard. They gain confidence as a squad and in you when you help them achieve standards. They also gain confidence in you when they see that you know the standards and demand performance.

Ref: FM 22-100, p 3-14, para 3-57

Culture

Culture is a longer lasting, more complex set of shared expectations than climate. It consists of the shared attitude, values, goals, and practices that characterize the Army (the larger institution). Culture has deep roots in long-held beliefs, customs, and practices. You use this culture to let your soldiers know they're part of something bigger than just themselves. Teach them their responsibilities not only to the soldiers around them but also to those who have gone before and those who will come after. Tell them how much their daily life connects you and them to the past and to American soldiers not yet born. When people become soldiers in this great Army, they become part of a larger history e.g., the Big Red One, the All-American Division. Tell them the history behind the unit crest, the greetings, decorations, and badges. They need to understand that the Army's culture isn't something that exists out there, apart from them; it is part of who they are, something they can use to give each other pride in themselves and in what they are doing.

Ref: FM 22-100, p 3-14, para 3-58

Summary of Climate and Culture

The organizational climate and the institutional culture define the environment in which you and your soldiers work. Direct, organizational, and strategic leaders all have different responsibilities regarding climate and culture. What is important now is to realize that you establish the climate of your squad? By action or inaction, you determine the environment in which your soldiers work.

CHECK ON LEARNING:

QUESTION: What does climate in a unit refer to and who sets the climate?

ANSWER: The climate refers to the environment of units and organizations. All organizational and direct leaders establish their unit's climate, whether purposefully or unwittingly.

Ref: FM 22-100, page 3-12, para 3-52

QUESTION: What does culture consist of?

ANSWER: The shared attitudes, values, goals, and practices that characterize the Army.

Ref: FM 22-100, p 3-14, para 3-58

Break TIME: 02:50 to 03:00

E. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the five leadership styles.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified the five leadership styles and mixing of elements of all five styles to match the place, task, and soldiers involved IAW FM 22-100.

1. Learning Step / Activity 1. Leadership Styles

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 35 mins

Media: VGT-8

Leadership Styles

Some leaders can walk into a room full of strangers and inside of five minutes have everyone there thinking, "How have I lived so long without meeting this person?" Other very competent leaders are uncomfortable in a social situation. Most of us are somewhere in between, and that is what we will discuss during this portion of the class, leadership styles.

Although Army leadership doctrine describes at great length how you should interact with your subordinates and how you must strive to learn and improve your leadership skills, the Army recognizes that you must always be yourself; anything else comes across as fake and insincere. Basically, who you are determines the way you work with other people. To be an effective leader, be flexible enough to adjust your leadership style to your soldiers. All soldiers respond differently and you must be able to treat soldiers differently; therefore, know your soldiers. Obviously, you don't lead team leaders the same way you lead privates. The easiest distinctions to make are those of rank and experience. However, you have to take into account

personalities, self-confidence, self-esteem, and all the elements of the complex mix of character traits that make dealing with soldiers difficult but highly rewarding.

Ref: FM 22-100, p 3-15, para 3-64 thru 3-67

When discussing leadership styles, many focus on the extremes: autocratic and democratic leaders.

QUESTION: What is an autocratic leader?

ANSWER: One who tells soldiers what to do with no explanation. His message is "I'm the boss; you'll do it because I said so."

Ref: FM 22-100, p 3-15, para 3-68

QUESTION: What is a democratic leader?

ANSWER: One who uses his personality to persuade subordinates.

Ref: FM 22-100, p 3-15, para 3-68

There are many shades in between; in fact, there are five we will discuss.

While learning these five leadership styles, keep in mind that for you to be a competent leader, you must learn to mix elements of all five styles to match the place, task, and soldiers involved. If you can only use one style, you're inflexible, and you'll experience difficulty operating in situations where your style doesn't fit. Let's look at these styles.

NOTE: Select and discuss one bullet at a time.

SHOW VGT-8, LEADERSHIP STYLES

Leadership Styles

- Directing
- Participating
- Delegating
- Transformational
- Transactional

L223/ OCT 03/ VGT-8

Ref: FM 22-100, pp 3-16 and 3-17, para 3-69 thru 3-79

Directing Leadership Style

The directing leadership style is leader-centered. These leaders don't solicit input from subordinates. They give detailed instructions on how, when, and where they want a task performed. Then they supervise its execution very closely.

QUESTION: When could the directing style be appropriate for use?

ANSWER: Directing style may be appropriate for use--

- When time is short and you don't have a chance to explain.
- In fast paced operations or in combat.
- Leading inexperienced teams or soldiers whom the leaders have not yet trained to operate on their own.

Ref: FM 22-100, p 3-16, para 3-70 and 3-71

Some soldiers mistakenly believe that the directing style means abusive or demeaning language or includes threats or intimidation. This assessment is wrong, is non-productive, and leaders should never use it in this manner.

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the direct leadership style. Ask them to explain any good or bad points. (Allow 2 minutes.)

Participating Leadership Style

The participating leadership style centers on the leader and team. When you receive a mission, you let your subordinates participate by asking them for input, information, and recommendations. However, the final decision is yours, whether you use subordinates recommendations or not.

QUESTION: When is the participating leadership style most appropriate?

ANSWER: When leaders have time for consultations or when they are dealing with experienced subordinates.

Ref: FM 22-100, p 3-16, para 3-73

The team-building approach lies behind the participating leadership style. When soldiers participate and help in creating a plan, it becomes, at least in part, their plan. This establishes a strong incentive to invest the effort necessary to make the

plan work. Asking for input is a sign to your soldiers of your strength and self-confidence. However, as mentioned, asking for advice doesn't mean you obligate yourself to follow it. You are responsible for the quality of your decisions and plans.

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the participating leadership style. Ask them to explain any good or bad points. (Allow 2 minutes.)

Delegating Leadership Style

In the delegating leadership style you allow your soldiers to solve problems and make decisions without clearing them through you.

QUESTION: When would you use the delegating style of leadership?

ANSWER: You use delegating--

- When you have mature and experienced subordinates.
- To create a learning experience for subordinates by giving them authority to make decisions, the necessary resources, and a clear understanding of the mission's purpose.

Ref: FM 22-100, p 3-16, para 3-75

As always, you are responsible for what happens. However, under this style of leadership, you hold the team leaders accountable for their actions too.

QUESTION: Officers most often use the delegating style of leadership when dealing with whom?

ANSWER: Senior NCOs.

Ref: FM 22-100, p 3-16, para 3-75

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the delegating leadership style. Ask them if the style had good and bad points. (Allow 2 minutes.)

Transformational and Transactional Leadership Styles

Napoleon Bonaparte said, "A man does not have himself killed for a few halfpence a day or for a petty distinction. You must speak to the soul in order to electrify the man." These words capture the difference between the transformational leadership style and the transactional leadership style. The transformational style focuses on inspiration and change. Transactional leadership style focuses on rewards and punishments.

Transformational Leadership Style

The transformational leadership style “transforms” (changes) your soldiers by challenging them to rise above their immediate needs and self-interests. It is developmental, emphasizing individual growth (professionally and personally) and organizational enhancement.

Ref: FM 22-100, p 3-17, para 3-77

QUESTION: What are the key features of the transformational style?

ANSWER: Empowering and mentally stimulating subordinates. You consider and motivate them first as soldiers and then as a group.

Ref: FM 22-100, p 3-17, para 3-77

To use the transformational style, you must communicate your intent and then step back and let your soldiers work. This allows you to take advantage of the skills and knowledge of experienced subordinates who may have better ideas on how to accomplish the mission.

Transformational leaders communicate reasons for their decisions or actions and, in the process, build in subordinates a broader understanding and ability to exercise initiative and operate effectively.

Ref: FM 22-100, p 3-17, para 3-78

QUESTION: When is the transformational style most effective?

ANSWER: It is most effective--

- During periods that call for change.
- During periods that present new opportunities.
- When the squad faces a crisis, instability, mediocrity, or disenchantment.

Ref: FM 22-100, p 3-17, para 3-78

QUESTION: Not all situations, as with other leadership styles, lend themselves to the transformational style. When would you find this style not effective?

ANSWER: • With inexperienced subordinates.
• The mission allows little deviation from procedures.
• Unmotivated subordinates.

Ref: FM 22-100, p 3-17, para 3-78

If you use only the transformational leadership style, you will limit your ability to influence soldiers in these and similar situations. This is why, as stated before, you must mix elements of all leadership styles to match the place, task, and soldiers involved in order to be a competent leader.

NOTE: At this time, call on students to provide personal experiences they may have had with leaders who use the transformational leadership style. Ask if they felt the style had good and bad points. Ask if they noted other leadership styles in the transformational style. (Allow 2 minutes.)

Transactional Leadership Style

In contrast to transformational, some leaders use only the transactional leadership style. This style includes such techniques as--

- Motivating soldiers to work by offering rewards or threatening punishment.
- Prescribing tasks assignments in writing.
- Outlining all the conditions of task completion, the applicable rules and regulations, the benefits of success, and the consequences, to include possible disciplinary action, of failure.
- "Management-by-exception," where leaders focus on their subordinates' failures, showing up only when something goes wrong.

When you rely exclusively on the transactional style, rather than combining it with the transformational style, your subordinates will only give you short-term commitment. Your use of this style will discourage risk-taking and innovation.

Ref: FM 22-100, p 3-17, para 3-79 and 3-80

QUESTION: When would the transactional style be acceptable, if not preferred?

ANSWER: When a leader wants to emphasize the importance of something.

Ref: FM 22-100, p 3-17, para 3-80

NOTE: Use as an example: A platoon leader offers three-day passes to the platoon if no one loses any tools from their vehicles during the upcoming two-month deployment. The platoon leader's intent appears clear: He will not tolerate the loss of tools, and he will reward the platoon members for tool accountability.
(Ref: FM 22-100, page 3-17, para 3-81)

QUESTION: Using the same scenario of tool accountability, how could the leader's transactional style make him appear self-serving in the eyes of his soldiers?

ANSWER: He uses the reward for tool accountability as an effort to look good by focusing on something that isn't as important as something like safety, but has the attention of the boss. Such perceptions can destroy any trust that may exist between the subordinates and the leader.

Ref: FM 22-100, p 3-17, para 3-81

Using only the transactional style alone can also deprive subordinates of opportunities to grow. It leaves no room for honest mistakes. The most effective leader combines techniques from the transformational and transactional leadership styles to fit the situation. A strong base of transactional understanding, supplemented by charisma, inspiration, and individualized concern for soldiers, produces the most enthusiastic and genuine response. Soldiers will commit themselves more, be creative, and innovative, and more likely take calculated risks to accomplish their mission. Referring back to the questions and answers, you can avoid any misunderstanding of your intent, by combining transformational techniques with transactional techniques. You can explain why tool accountability is important (alerting subordinates of the problem of tool accountability) and also encourage your subordinates to share in the accountability of all the squad's vehicle tools (showing individualized concern for everyone's accountability of vehicle tools.)

REMOVE VGT-8

Leadership Styles Summary

Leadership styles are different ways of approaching the DO--the actual work of leading soldiers--of BE, KNOW, DO. Adjust the leadership style you use to the situation and the soldiers you lead. There is no need to limit yourself to one style in a given situation. Use the techniques from different styles if that helps you motivate soldiers and accomplish the mission. Your attributes of judgment, intelligence, cultural awareness, and self-control all play major roles in helping you choose the proper style and the appropriate techniques for the task at hand.

CHECK ON LEARNING:

QUESTION: What are the five leadership styles?

ANSWER: Directing, participating, delegating, transformational, and transactional.

Ref: FM 22-100, pp 3-16 and 3-17, para 3-69 thru 3-76

QUESTION: Which leadership style centers on the leader and team, allowing your subordinates to participate by asking them for input, information, and recommendations?

ANSWER: Participating leadership style.

Ref: FM 22-100, p 3-16, para 3-73

QUESTION: Which leadership style motivates soldiers to work through the offer of rewards or the threat of punishment?

ANSWER: Transactional leadership style.

Ref: FM 22-100, page 3-17, para 3-79

F. ENABLING LEARNING OBJECTIVE

ACTION:	Identify how leader actions/decisions have intended and unintended consequences.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified how all leader actions/decisions have intended and unintended consequences that impact on subordinates, squad, and mission; determined that leaders must think through their decisions and do their duty IAW FM 22-100.

1. Learning Step / Activity 1. Intended and Unintended Consequences

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 5 mins
Media: None

Intended and Unintended Consequences

The actions you take as a leader will most likely have unintended as well as intended consequences. You try to anticipate an opponent's moves ahead of time based on your decisions. If I do this, what will he do? If I decide to do this, will it set off a chain of events? You have to prepare yourself. Your actions may have effects well beyond what you expect.

Intended consequences are the results of your decisions and actions that you anticipate. If you show your section leaders a better way to lead PT, that action will have intended consequences. The team leaders will perform the task better. When you streamline a task or help people work smarter, the intended consequences are good.

Unintended consequences are the results of things a leader does that have an unplanned impact on the organization or accomplishment of the mission. They are often more lasting and harder to anticipate than intended consequences. Organizational and strategic leaders spend a good deal of energy considering possible unintended consequences of their actions.

Ref: FM 22-100, p 3-18, para 3-83 thru 3-88

All leader actions result in intended and unintended consequences. Remember two points: 1) think through your decisions, and 2) do your duty. It might not seem that actions of one leader of one small unit matter in the big picture; however, remember the NCO's action at Udrigovo, Bosnia-Herzegovina. He maintained discipline, remembered his mission, and did his duty. He handled the situation. His team killed no civilians, averted an international incident, and secured the TV tower. The NCO knew the commander's intent, mission, and trusted his chain of command.

Ref: FM 22-100, p 3-19, para 3-92

CHECK ON LEARNING:

QUESTION: Leadership actions will most likely have intended and unintended consequences. Therefore, there are two points you should remember. What are those two points?

ANSWER: Think through your decisions and do your duty.

Ref: FM 22-100, p 3-19, para 3-92

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>10 mins</u>
Media: <u>None</u>

Check on Learning

QUESTION: What is the highest form of discipline?

ANSWER: The willing obedience of subordinates who trust their leaders, understand and believe in the mission's purpose, value the team and their place in it, and have the will to see the mission through.

Ref: FM 22-100, p 3-2, para 3-6

QUESTION: What is the result of high morale?

ANSWER: A cohesive team that enthusiastically strives to achieve common goals.

Ref: FM 22-100, p 3-3, para 3-15

QUESTION: In regards to combat stress, what is your duty to inculcate (impress upon) the squad?

ANSWER: The will to win and persevere no matter the circumstances, a winning spirit, the commitment to do its part to accomplish the mission regardless of when, where, or what.

Ref: FM 22-100, p 3-7, para 3-29

QUESTION: How has technology changed the size of the battlefield and the speed of battle and increased the level of mental and physical stress?

ANSWER: Global communications is increasing the pace of military actions. Global positioning systems and night vision capabilities allow for continuous operations under conditions that used to slow things down. Continuous operations increase the mental and physical stress on soldiers and leaders.

Ref: FM 22-100, p 3-9, para 3-40

QUESTION: What is it that carries soldiers through the terrible challenges and stress of combat?

ANSWER: The will to win, the ability to gut it out when things get really tough, even when things look hopeless.

Ref: FM 22-100, p 3-6, para 3-28

QUESTION: What three things must you do to bring out positive combat stress behaviors?

ANSWER: Training, wise personnel policies, good leadership.

Ref: FM 22-51, p 2-11, para 2-9b (SH-2)

QUESTION: A soldier commits an act of heroism and at the same time commits an act of misconduct. What is your responsibility as a leader?

ANSWER: Discipline the soldier. A heroic act cannot give you justification to tolerate criminal misconduct.

Ref: FM 22-51, p 2-11, para 2-9c (SH-2)

QUESTION: Under stressful situations, what do organizational and strategic leaders count on you for?

ANSWER: To accomplish the mission right the first time in any situation.

Ref: FM 22-100, p 3-11, para 3-49

QUESTION: What does culture consist of?

ANSWER: The shared attitudes, values, goals, and practices that characterize the Army (the larger institution).

Ref: FM 22-100, p 3-14, para 3-58

QUESTION: When would you use the delegating style of leadership?

ANSWER: When you have mature and experienced subordinates or you want to create a learning experience for subordinates by giving them authority to make decisions, the necessary resources, and a clear understanding of the mission's purpose.

Ref: FM 22-100, p 3-16, para 3-75

QUESTION: What does the transformational style of leadership allow you to take advantage of?

ANSWER: The skills and knowledge of experienced subordinates who may have better ideas on how to accomplish the mission.

Ref: FM 22-100, p 3-17, para 3-78

**Review /
Summarize
Lesson**

As you just learned, the human dimension role in leadership is extremely important. You must always remember that leadership and the soldiers you lead are the two key elements to fully appreciate the human dimension role in leadership.

You learned why the human dimension role is critical and its affect on people, the team, and the institution. You discovered how to identify and deal with stress, and you learned the five leadership styles available to you. You must be flexible and use the various leadership styles based on the situation, soldiers, and mission. You also learned how all your actions/decisions have intended and unintended consequences--that you must think through decisions. Take the things you have learned during this lesson back with you and put them into practice. Doing so will help you in the training, mentoring, and leading of your soldiers.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written leadership examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to receive a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

**Feedback
Requirements**

Inform the students where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.

Enabling Learning Objective A

Learning Step 1

VGT-1, THREE MAJOR ELEMENTS

Three Major Elements
Important in the makeup and success of
the Soldier, Team, and Institution

- Discipline
- Morale
- Taking care of soldiers

L223/ OCT 03/ VGT-1

Three Factors to High Morale

- Good leadership
- Shared hardships
- Mutual respect

L223/ OCT 03/ VGT-2

Taking Care of Soldiers

- Create a disciplined environment.
- Hold soldiers to high standards.
- Train soldiers to perform in peace and war.
- Treat soldiers fairly.
- Share in soldiers' hardships.
- Set the example.
- Demand soldiers do their duty.
- Train soldiers rigorously.
- Give soldiers all resources needed to survive in combat.
- Provide family support.

L223/ OCT 03/ VGT-3

Leadership Challenges from Technology

- Learning strengths and weaknesses of different technologies.
- Learning how technologies match between your unit and others, U.S. and allies.
- Considering the effect of technology on the time to analyze problems, make a decision, and act.

L223/ OCT 03/ VGT-4

Positive Combat Stress Behaviors

You can bring out positive combat stress behaviors by:

- Training (drill)
- Wise personnel policies
- Good leadership

Organizational Climate Questions

1. Do leaders set clear priorities and goals?
2. Is a system of recognition, rewards and punishments in place? Does it work?
3. Do leaders know what they are doing?
Do they admit when they are wrong?
4. Do leaders seek input from subordinates?
Do they act on feedback?
5. Do junior leaders have authority to make decisions in the absence of orders?

L223/ OCT 03/ VGT-6

Organizational Climate Questions (cont)

6. Are internal stress and negative competition high in the unit? If so, are leaders doing anything to change it?
7. Do leaders behave the way they talk, consistent with Army values and good role models?
8. Do leaders lead from up front or share hardships when things get tough?
9. Do leaders talk to their organization regularly and keep their soldiers informed?

L223/ OCT 03/ VGT-7

Enabling Learning Objective E

Learning Step 1

VGT-8, LEADERSHIP STYLES

Leadership Styles

- Directing
- Participating
- Delegating
- Transformational
- Transactional

L223/ OCT 03/ VGT-8

Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercises and Solutions (N/A)

HANDOUTS FOR LESSON 1: L223 version 1

**This Appendix
Contains**

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extracts from FM 22-51	SH-2-1

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of four hours of small group instruction.

Overview

During this lesson you will learn the scope of importance that the human dimension role has on leadership. You will identify the three major elements in the makeup and success of the soldier, team, and institution. You will learn of the various causes of stress and how climate and culture dictates the environment in which you lead. You will learn that there are five leadership styles available to you to use based on the situation, mission, and your subordinates. Finally you will learn that all your actions and decisions will have intended and unintended consequences.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Demonstrate the human dimension role in leader development.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standard:	<p>Demonstrated the human dimension role of a leader IAW FM 22-51 and FM 22-100 by--</p> <ul style="list-style-type: none">• Incorporating discipline, maintaining high morale, and taking care of soldiers;• Identifying types and causes of combat stress and the leader's responsibility to control stress;• Setting the climate of a squad to bring cultures together;• Identifying leadership styles and mixing elements of style to match the place, task, and soldiers, and• Identify how all leaders' actions/decisions have intended and unintended consequences that impact on subordinates, the squad, and the mission.

ELO A Identify the three major elements important in the makeup and success of the soldier, team, and institution.

ELO B Identify the types and causes of stress.

ELO C Identify the direct leader's responsibilities for controlling stress.

ELO D Identify how climate and culture describe the environment in which you lead soldiers.

ELO E Identify the five leadership styles.

ELO F Identify how leader actions/decisions have intended and unintended consequences.

Assignment

The student assignments for this lesson are--

- Study: FM 22-100, Chap 3; FM 22-51, Chap 1, pp 1-9 thru 1-11, para 1-7a thru c, and Table 1-3; Chap 2, p 2-5, para 2-2a thru c; p 2-8, para 2-6e; p 2-9, para 2-7 and p 2-11, para 2-9 and 2-10. (SH-2)
 - Read: FM 22-51, pp 2-1 thru 2-15 (except para listed above in study). (SH-2)
-

**Additional
Subject Area
Resources**

None

Bring to Class

- All reference material received.
 - Pencil or pen and writing paper.
-

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study and also your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Not having your input affects the group's ability to discuss fully the information.

Student Handout 2

**This Student
Handout Contains**

This student handout contains 18 pages of extracted material from the following publication:

FM 22-51, LEADERS' MANUAL FOR COMBAT STRESS CONTROL, 22 Sep 1994

Chap 1, p 1-9 thru 1-11

Chap 2, p 2-1 thru 2-15

Disclaimer: The training developer downloaded this extract from the General Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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has significantly increased the range of weapons, reduced reaction time, and changed conditions over which battles are fought. This new technology has the potential to exceed the capacity of human crews to fight.

- All-weather, day-and-night-capable vehicles which can operate for extended periods without resupply are limited only by the crews' need for sleep.

- High-probability-of-kill, direct-fire systems will be degraded over time by the stress and fatigue levels of the men aiming those weapons.

- Improved sensors and longer range weapons could exceed the capabilities of a tactical headquarters to plan and execute battles fought over expanded areas of operations.

- Short engagement times and the increased lethality of new weapons could overwhelm the ability of staffs to control and coordinate the overall battle.

Soldiers, leaders, and staffs will face problems of reduced efficiency and effectiveness when fighting over extended periods. These conditions will tend to neutralize the potential gains of new war-fighting technologies and force new approaches to the preparation and employment of soldiers, leaders, and staffs.

d. Challenge of the Mental Rigors of Combat. Armies must initiate training programs to help precondition soldiers to the mental rigors of combat. This is of vital importance as the potentially catastrophic effect of battle stress in future warfare becomes evident. The military force that does this best will have a decided edge in any war. Future combat will strain human endurance to unprecedented levels. If these challenges are left unchecked by poor mental and physical conditioning of soldiers, they could result in the disastrous

failure of entire units. Failure to consider the human factors in an environment of increased lethality and uncertainty could cause a nation's concept of warfare to be irrelevant. With the miniaturization and spread of high-tech (and perhaps even of nuclear, biological, and chemical [NBC]) weapons, this can be just as true in operations other than war (conflict) as in war.

1-7. Responsibilities for Controlling Combat (Conflict) Stress

a. Unit Cohesiveness Development. Rigorous, realistic training for war must go on continuously to assure unit readiness. Emphasis must be placed on establishing and maintaining cohesive units. Unit training and activities must emphasize development of soldier skills. This development should focus on building trust and establishing effective communication throughout the unit.

b. Senior (Organizational) Leaders' Responsibilities. The chain of command must ensure that the standards for military leadership are met. Senior leaders must provide the necessary information and resources to the junior leaders to control combat stress and to make stress work for the US Army and against the enemy. Senior leaders' responsibilities are listed in Table 1-2.

c. Junior (Direct) Leaders' Responsibilities. Junior leaders, and especially the NCOs, have the crucial business of applying the principles of stress control day-by-day, hour-by-hour, minute-by-minute. These responsibilities overlap with senior leaders' responsibilities but include parts that are fundamentally "sergeants' business," supported by the officers. See Table 1-3, page 1-11, for junior leaders' responsibilities.

d. Staff Section Responsibilities. Each element of the commander's staff (adjutant, intelligence, operations, logistics, and civil and

public affairs [if present]) has its own area of responsibility that has particular relevance to stress control (see Table 1-4, pages 1-12—13). For example, the adjutant's responsibility for mail and decorations is more than just "nice to have." These are

important stress control measures. Morale, welfare, and recreation opportunities, and even the use of Army bands, are valuable ways to sustain morale and combat readiness. For additional information on the role of Army bands, see Appendix C.

Table 1-2. Senior Leaders' Responsibilities

-
- BE COMPETENT, COMMITTED, COURAGEOUS, CANDID, AND CARING.
 - PLAN TO ACCOMPLISH THE MISSION WITH AS FEW LOSSES AS POSSIBLE.
 - SET THE POLICY AND COMMAND CLIMATE FOR STRESS CONTROL, ESPECIALLY TO BUILD TEAMS WITH HIGH UNIT COHESION.
 - SERVE AS AN ETHICAL ROLE MODEL.
 - MAKE "THE BUREAUCRACY" WORK FOR THE TROOPS.
 - ASSURE RESOURCES TO "TAKE CARE OF THE TROOPS."
 - PLAN FOR AND CONDUCT TOUGH, REALISTIC TRAINING TO INCLUDE LIVE FIRES.
 - PROVIDE AS MUCH INFORMATION AS POSSIBLE TO THE TROOPS.
 - ASSURE THAT MEDICAL AND MENTAL HEALTH/COMBAT STRESS CONTROL PERSONNEL ARE ASSIGNED AND TRAINED WITH THEIR SUPPORTED UNITS.
 - PLAN FOR COMBAT STRESS CONTROL IN ALL OPERATIONS.
 - PROVIDE THE JUNIOR LEADERS/NCOs WITH THE NECESSARY GUIDANCE.
 - ENSURE RISK ASSESSMENTS ARE CONDUCTED PRIOR TO ALL TRAINING AND COMBAT OPERATIONS.
 - SUPERVISE THE JUNIOR LEADERS/NCOs AND REWARD THEIR SUCCESS.
 - BE VISIBLE.
 - LEAD ALL STRESS CONTROL MEASURES BY GOOD EXAMPLE.
 - MAINTAIN (THROUGH POSITIVE LEADERSHIP AND, WHEN NECESSARY, WITH DISCIPLINARY ACTION) THE HIGH STANDARDS OF THE INTERNATIONAL LAW OF LAND WARFARE.
-

*Table 1-3. Junior Leaders' Responsibilities—Combat Stress Control**

-
- BE COMPETENT, COMMITTED, COURAGEOUS, CANDID, AND CARING.
 - BUILD COHESIVE TEAMS; INTEGRATE NEW PERSONNEL QUICKLY.
 - CROSS-TRAIN SOLDIERS WHEREVER AND WHENEVER POSSIBLE.
 - PLAN AND CONDUCT TOUGH REALISTIC TRAINING THAT REPLICATES COMBAT CONDITIONS, ESPECIALLY LIVE FIRES.
 - TAKE CARE OF THE TROOPS (INCLUDING THE LEADERS).
 - ASSURE PHYSICAL FITNESS, NUTRITION, HYDRATION, ADEQUATE CLOTHING AND SHELTER, AND PREVENTIVE MEDICINE MEASURES.
 - MAKE AND ENFORCE SLEEP PLANS.
 - KEEP ACCURATE INFORMATION FLOWING DOWN TO THE LOWEST LEVEL (AND BACK UP AGAIN); DISPEL RUMORS.
 - ENCOURAGE SHARING OF RESOURCES AND FEELINGS.
 - CONDUCT AFTER-ACTION DEBRIEFINGS ROUTINELY.
 - MAINTAIN (THROUGH POSITIVE LEADERSHIP AND, WHEN NECESSARY, WITH DISCIPLINARY ACTION) THE HIGH STANDARDS OF THE INTERNATIONAL LAW OF LAND WARFARE.
 - RECOMMEND EXEMPLARY SOLDIERS FOR AWARDS AND DECORATIONS.
 - RECOGNIZE EXCESS STRESS EARLY AND GIVE IMMEDIATE SUPPORT.
 - KEEP THOSE STRESSED SOLDIERS WHO CAN STILL PERFORM THEIR DUTIES IN THE UNIT, AND PROVIDE EXTRA SUPPORT AND ENCOURAGE THEM BACK TO FULL EFFECTIVENESS.
 - SEND THOSE STRESSED SOLDIERS WHO CANNOT GET NEEDED REST IN THEIR SMALL UNIT BACK TO A SUPPORTING ELEMENT FOR BRIEF SLEEP, FOOD, HYGIENE, AND LIMITED DUTY, TO RETURN IN 1 TO 2 DAYS.
 - REFER TEMPORARILY UNMANAGEABLE STRESS CASES THROUGH CHANNELS FOR MEDICAL EVALUATION AND TREATMENT.
 - WELCOME RECOVERED BATTLE FATIGUE CASUALTIES BACK AND GIVE THEM MEANINGFUL WORK AND RESPONSIBILITIES.
-

* Note that every soldier ultimately must be a junior (direct) leader. Each soldier must exercise self-leadership and control stress for self and others.

CHAPTER 2

STRESS AND COMBAT PERFORMANCE

Section I. STRESS TERMINOLOGY AND THE STRESS CONCEPT

2-1. Introduction

The understanding of the stress process has been refined over time by research and experience, leaving some terms obsolete. This chapter establishes how the Army's combat stress control concept currently defines and interprets stress terminology.

2-2. Understanding of Interactions

a. *Stressors.* A stressor is any event or situation which requires a nonroutine change in adaptation or behavior. Often it is unfamiliar or creates conflict among motives within the individual. It may pose a challenge or a threat to the individual's well-being or self-esteem. Stressors may be positive or negative (for example, promotion to new responsibilities or threat of imminent death).

b. *Combat Stressors.* Combat stressors are any stressors occurring during the course of combat-related duties, whether due to enemy action or other sources. Combat duties do not necessarily involve being shot at and may be carried on even in "safe" areas far from the enemy. Many stressors in combat duties come from the soldier's own unit, leaders, and mission demands. They may also come from the conflict between mission demands and the soldier's home life.

c. *Stress.* Stress is the internal process of preparing to deal with a stressor. Stress involves the physiological reflexes which ready the body for fight or flight. Examples of those reflexes are increased nervous system arousal, release of adrenaline into the bloodstream, changes in blood flow to different parts of the body, and so forth. However, stress is not synonymous with arousal or anxiety. Stress involves

physical and mental processes which, at times, suppress arousal and anxiety. Stress also involves the accompanying emotional responses and the automatic perceptual and cognitive processes for evaluating the uncertainty or threat. These automatic processes may be instinctive or learned.

d. *Stress Appraisal.* Stress may or may not involve conscious awareness of the threat, but the stressor must be perceived at some level to cause stress. The amount of stress experienced depends much on the individual's appraisal of the stressor and its context, even if that appraisal is wrong. The stress process includes psychological defenses which may filter the perception and appraisal to shield the individual from perceiving more threat than he is ready to tolerate.

e. *Physical Stressors Versus Mental Stressors.* A distinction can be made between those stressors which are physical and those which are mental.

(1) A physical stressor is one which has a direct effect on the body. This may be an external environmental condition or the internal physical/physiologic demands of the human body.

(2) A mental stressor is one in which only information reaches the brain with no direct physical impact on the body. This information may place demands on either the cognitive systems (thought processes) or the emotional system (feeling responses, such as anger or fear) in the brain. Often, reactions are evoked from both the cognitive and the emotional systems.

f. *Stress Behaviors.* These are stress-related actions that can be observed by others; for example, moving or keeping still, speaking or

not speaking. The behaviors may be intended to overcome and turn off a stressor, to escape it, or to adapt to it. They may simply reflect or relieve the tension generated by the internal stress process. Any of these different types of stress behavior may be successful, unsuccessful, or not influence the stressful situation at all. They may make the stressor worse. They may resolve one stressor but create new stressors.

g. *Combat Stress.* This is the complex and constantly changing result of all the stressors and stress processes inside the soldier as he

performs the combat-related mission. At any given time in each soldier, stress is the result of the complex interaction of many mental and physical stressors.

2-3. Discussion of Physical Versus Mental Stressors

a. Table 2-1 gives examples of the two types of physical stressors (environmental and physiological) and the two types of mental stressors (cognitive and emotional).

Table 2-1. Types of Physical and Mental Stressors

PHYSICAL STRESSORS	MENTAL STRESSORS
<p>ENVIRONMENTAL</p> <p>HEAT, COLD, OR WETNESS VIBRATION, NOISE, BLAST HYPOXIA (INSUFFICIENT OXYGEN), FUMES, POISONS, CHEMICALS DIRECTED-ENERGY WEAPONS/DEVICES IONIZING RADIATION INFECTIOUS AGENTS/DISEASES SKIN IRRITANTS OR CORROSIVES PHYSICAL WORK BRIGHT LIGHT, DARKNESS, HAZE, AND OBSCURATION DIFFICULT OR ARDUOUS TERRAIN</p> <p>PHYSIOLOGICAL</p> <p>SLEEP DEBT DEHYDRATION MALNUTRITION, POOR HYGIENE MUSCULAR AND AEROBIC FATIGUE IMPAIRED IMMUNE SYSTEM OVERUSE OR UNDERUSE OF MUSCLES, ORGAN SYSTEMS ILLNESS OR INJURY</p>	<p>COGNITIVE</p> <p>INFORMATION: TOO MUCH OR TOO LITTLE SENSORY OVERLOAD VERSUS DEPRIVATION AMBIGUITY, UNCERTAINTY, ISOLATION TIME PRESSURE VERSUS WAITING UNPREDICTABILITY RULES OF ENGAGEMENT, DIFFICULT JUDGMENTS ORGANIZATIONAL DYNAMICS HARD CHOICES VERSUS NO CHOICES RECOGNITION OF IMPAIRED FUNCTIONING</p> <p>EMOTIONAL</p> <p>FEAR- AND ANXIETY-PRODUCING THREATS (OF INJURY, DISEASE, PAIN, FAILURE, LOSS, PERSONAL OR MISSION FAILURE) GRIEF-PRODUCING LOSSES (BEREAVEMENT) RESENTMENT, ANGER- AND RAGE-PRODUCING FRUSTRATION, THREAT, LOSS, AND GUILT BOREDOM-PRODUCING INACTIVITY CONFLICTING MOTIVES (WORRIES ABOUT HOME, DIVIDED LOYALTIES) SPIRITUAL CONFRONTATION OR TEMPTATION CAUSING LOSS OF FAITH INTERPERSONAL FEELINGS</p>

NOTE: THE ABOVE STRESSORS MAY ACT SINGLY OR INTERACT WITH EACH OTHER TO BE COMBAT STRESSORS.

b. The physical stressors evoke specific stress reflexes. For example, cold causes shivering and decreased blood flow to skin and extremities; heat causes sweating and increased blood flow to skin. These stress reflexes can maintain internal balance and comfort up to a point but then may be exceeded.

c. The distinction, however, between physical and mental stressors is rarely clear cut.

(1) Mental stressors can also produce the same stress reflexes as do some physical stressors; for example, decreased blood flow to skin, increased sweating, adrenaline release, and pupil size. These reflexes can markedly increase or decrease the individual's vulnerability to specific physical stressors. The mental stressors also presumably cause changes in brain chemistry (involving the neurotransmitter chemicals in the brain).

(2) Physical stressors are also mental stressors when they provide information to the brain which creates a mental demand or poses a threat to well-being. Even if a physical stressor is not a threat to life and health, the discomfort, distraction, and performance degradation it causes may be emotionally upsetting. Therefore, physical stressors, too, can produce the nonspecific arousal reflexes. Heat, cold, dehydration, toxic chemicals, and other physical stressors can also interfere directly with brain functioning; they can impair perceptual and cognitive mental abilities, thus increasing the stresses. Light, noise, discomfort, and anxiety-provoking information may interfere with sleep, which is essential to maintain brain efficiency and mental performance over time.

d. Because of this intermeshing of physical and mental stressors and stress reflexes, no great effort needs to be invested in distinguishing them in military contexts until the physical stressors and stress reflexes become so severe that they warrant specific (and perhaps emergency)

protective measures and treatment. Prior to that stage, unit leaders and medical and mental health personnel should assume that both physical and mental stresses are usually present and interacting within all unit personnel. Guidelines for controlling both physical and mental stressors at the same time should be contained in the tactical standing operating procedure (TSOP), if possible.

2-4. Positive Stress

a. Stress is not necessarily bad or harmful. Positive stress (or eustress) is that degree of stress which is necessary to sustain and improve tolerance to stress without overdoing the stress experience. Some level of stress is helpful and even necessary to health. This is especially clear for some physical stressors to which the body can acclimatize. To achieve greater tolerance or acclimatization to a physical stressor, a progressively greater exposure is required. This exposure should be sufficient to produce more than the routine stress reflexes. Well-known examples of acclimatization are heat acclimatization, cardiovascular (aerobic) fitness, and muscle strength. These examples are so important to combat stress control that they are worth reviewing. The process of improving tolerance to stressors through progressive exposure to those stressors will also be true of cognitive-emotional stressors.

(1) *Heat acclimatization.* You cannot become fully acclimatized to heat by just lying around in hot conditions. You have to perform physical exercise in the heat to stress the body's temperature regulation system. At first, the body may overreact with excessive sweating and heart rate. As acclimatization occurs, the body becomes more efficient at cooling itself. However, acclimation has a maximum level. If you stop exercising in the heat, you will gradually lose the acclimatization you have gained. Mission-oriented protective posture (MOPP)

training should be considered as a part of the acclimatization program.

(2) *Aerobic fitness.* It is well known that you can become aerobically fit only by exerting yourself to progressively greater degrees of physical effort. One way is to enter into 20-minute (or more) exercise programs of jogging, running, bicycling, swimming, or special aerobic exercises each day. Any physical effort which sufficiently raises heart rate and respiratory rate and works up a sweat for 20 minutes or more will increase your tolerance. In other words, you must stress the system. After doing that for several days, the same effort raises heart rate and sweating only a little. You become less short of breath, and the effort seems much easier. To become more aerobically fit, you have to increase the work stressor even more until the body again shows the stress of increased heart rate, shortness of breath, and sweating. If you stop exercising aerobically for weeks or months, your improved aerobic fitness will gradually be lost.

(3) *Muscle strength.* Body builders increase their muscle mass by lifting progressively heavier weights or working against progressively greater resistance on exercise machines. In order to increase muscle strength, you have to increase the stressor (the weight lifted) and the stress (the physiological increased effort within the muscle cells). After the muscle has become accustomed to lifting a given weight, it no longer seems like a great effort. There is little stress taking place in the muscle. The muscle will merely maintain its strength and not get any stronger with repeated exposure. If you stop doing even that amount of lifting, your muscles will get flabby again over time. A good maxim is, "If you do not use it, you will lose it."

b. It is important to understand that stressors which overstrain the adaptive capability of the body (whether or not they cause pain) do not hasten acclimatization or increase tolerance

to the stressor. They often retard it and may even permanently impair future acclimatization. Consider the examples of the physical stressors discussed above.

(1) Heat acclimatization is not speeded by getting heat cramps or heat exhaustion. Neither is it significantly slowed, although the person's self-confidence and motivation to try again may be impaired. However, people who are driven to the stage of heatstroke and survive will forever be physically less tolerant to heat. They will be more likely to develop heatstroke in the future if exposed to heat.

(2) Runners or body builders who push too hard early in training may not feel severe pain at the time. Hours later, however, they may develop muscle swelling, ache, and stiffness. At best, this will take days to recover to the point where the athlete can even continue with the exercise regimen. At worst, the damaged muscles may break down and release the substance myoglobin into the bloodstream which can permanently damage or destroy the kidneys. Excessive painful stress on bones, joints, and ligaments does not make them grow stronger but instead causes stress fractures, sprains, tears, and other damage that may require months of reduced activity to heal.

(3) The issue for the master fitness trainers is how to keep the physical work stressors and stress in the positive or eustress range which increases strength and fitness. They must control the stressors and stress so they are not extreme—too little or too much.

WARNING

Unconditioned, unacclimatized troops should not be overextended in training as this could cause severe injury or even death. A special physical training program will be required.

c. Positive stress also applies to mental stressors (cognitive and emotional), as well as to physical stressors (environmental and physiological). Appropriate exposure to mental/emotional stressors is necessary to increase tolerance to them.

(1) Armies have known for centuries about the positive effects of stress in preparing soldiers for combat. In old-style basic training (prior to 1970), the drill sergeant deliberately made himself more fearsome than death itself so that the trainee would learn to respond automatically, even in a state of terror. That technique is not useful today because modern war requires more small unit cohesion, trust between leaders and those led, and initiative even on the part of the junior enlisted soldier. The modern drill sergeant must, instead, require the trainees to meet difficult (stressful) standards and work with the trainees to assure that they master them. The result is a well-earned sense of confidence in self, comrades, and leaders that can be applied to future demands.

(2) The Army knows that airborne and air assault training are not just intended to teach the skills needed to arrive on a battlefield after jumping from a low-flying aircraft or repelling from a helicopter. Their greater value comes from requiring soldiers to confront and master their extremely strong, instinctive fear of heights under circumstances which are deliberately stressful at the time. During training, this fear builds self-confidence and a sense of special identity on completion. (In fact, the training itself is not exceedingly dangerous, statistically speaking. However, the possibility of death does exist if you are extremely unlucky or fail to do the task correctly. This can contribute to additional stress.)

(3) Ranger school is a clear example of the Army's recognition of the benefits of positive stress. A generic ranger course

objective would read: Perform complex and difficult physical and mental task under great pressure, sleep loss, water and food deprivation, and physical fatigue. No one coasts through ranger school. If anyone seems to be coasting through, the trained ranger cadre will increase the demand on that person until he, too, reaches the stage of stress where he realizes he cannot get through it all alone. Ranger school teaches small teams and their rotating leaders how to control stress in all the team members so the team accomplishes the mission. The training gives the individual soldier confidence, but even more, an awareness of how stress works in oneself and others. It teaches stress control, not stress reduction. Often the need for the team and its individual members is to play different mental and physical stressors against each other. This is done by increasing some stressors while decreasing others to keep the team on its mission and to keep individual soldiers from giving up.

d. To some degree, acclimatization to mental (cognitive/emotional) stressors also shares that "use it or lose it" feature which is true for adaptation to physical stressors. The airborne-qualified trooper may experience more unpleasant stress symptoms when jumping after not having jumped for many months. The physician may find the stress unexpectedly higher when performing a potentially risky patient-care procedure that was once so frequently practiced that it had seemed to involve no stress at all but which has not been performed for some time. However, the memory of successfully mastering the stressor in the past usually speeds up the return of adaptation.

e. Tolerance to mental stressors is increased by successfully facing and mastering similar stressors (just as tolerance to physical stressors is). However, being overwhelmed by emotional or mental stress may temporarily or permanently impair future tolerance (just as exceeding the ability to cope with physical

stressors may). Up to a point, mental stress (even uncomfortable mental stress) may increase tolerance to future stress without any current impairment. A higher level may cause temporary overstrain but may heal as strong or stronger than ever with rest and restorative processing. More severe overstrain, however, may permanently weaken tolerance to future mental stress. As with some cases of damage from physical stress, the harm done by mental stress may not be apparent at the time. It may only be apparent later. There is reason to believe that immediate preventive measures or treatment can greatly reduce the potential for chronic disability, even in cases of extreme emotional overstrain.

2-5. Relationship of Stress to Task Performance

Stress is an internal process which presumably evolves because it helps the individual to function better, stay alive, and cope successfully with stressors. However, there is an optimal range of arousal (or motivation or stress) for any given task.

a. If there is too little arousal, the job is done haphazardly or not at all because the individual is easily distracted, makes errors of omission, or falls asleep. If arousal becomes too intense, the individual may be too distractible or too focused on one aspect of the task. He may have difficulty with fine motor coordination and with discriminating when and how to act. If the individual is unfamiliar with his own stress reflexes and perceives them as dangerous (or incapacitating, or as a threat to self-esteem), the stress itself can become a stressor and magnify itself.

b. With extreme arousal, the individual may freeze (become immobile or petrified by fear). Alternately, he may become agitated and flee in disoriented panic. If stress persists too long, it

can cause physical and mental illnesses. Extreme stress with hopelessness can even result in rapid death, either due to sympathetic nervous system overstimulation (such as stroke or heart attack) or due to sympathetic nervous system shutdown (not simply exhaustion). An individual giving up can literally stop the heart from beating.

c. The original purpose of the stress reaction was to keep the person alive. The military requirement for the stress process is different. It is to keep the soldier in that range of physiological, emotional, and cognitive mobilization which best enables him to accomplish the military mission, whether that contributes to individual survival or not. This optimal range of stress differs from task to task. Tasks which require heavy but gross muscular exertion are performed best at high levels of arousal (Figure 2-1). Tasks that require fine muscle coordination and clear thinking (such as walking point on a booby-trapped jungle trail, or distinguishing subtle differences between friendly and enemy targets in a night-vision gun sight) or that require inhibiting action (such as waiting alertly in ambush) will be disrupted unless the stress process is kept finely tuned. If the stress process allows too much or too little arousal or if arousal does not lessen when it is no longer needed, stress has become harmful.

2-6. Fatigue

Fatigue means weariness and/or decreased performance capability due to hard or prolonged work or effort. It reflects the stage where the energy mobilized by the stress process is beginning to run down. If the effort continues, the fatigue can build to the point of exhaustion.

a. Fatigue can be produced by both physical and mental tasks. A well-known example of physical fatigue is muscle tiredness. This can be limited to specific muscles which have been

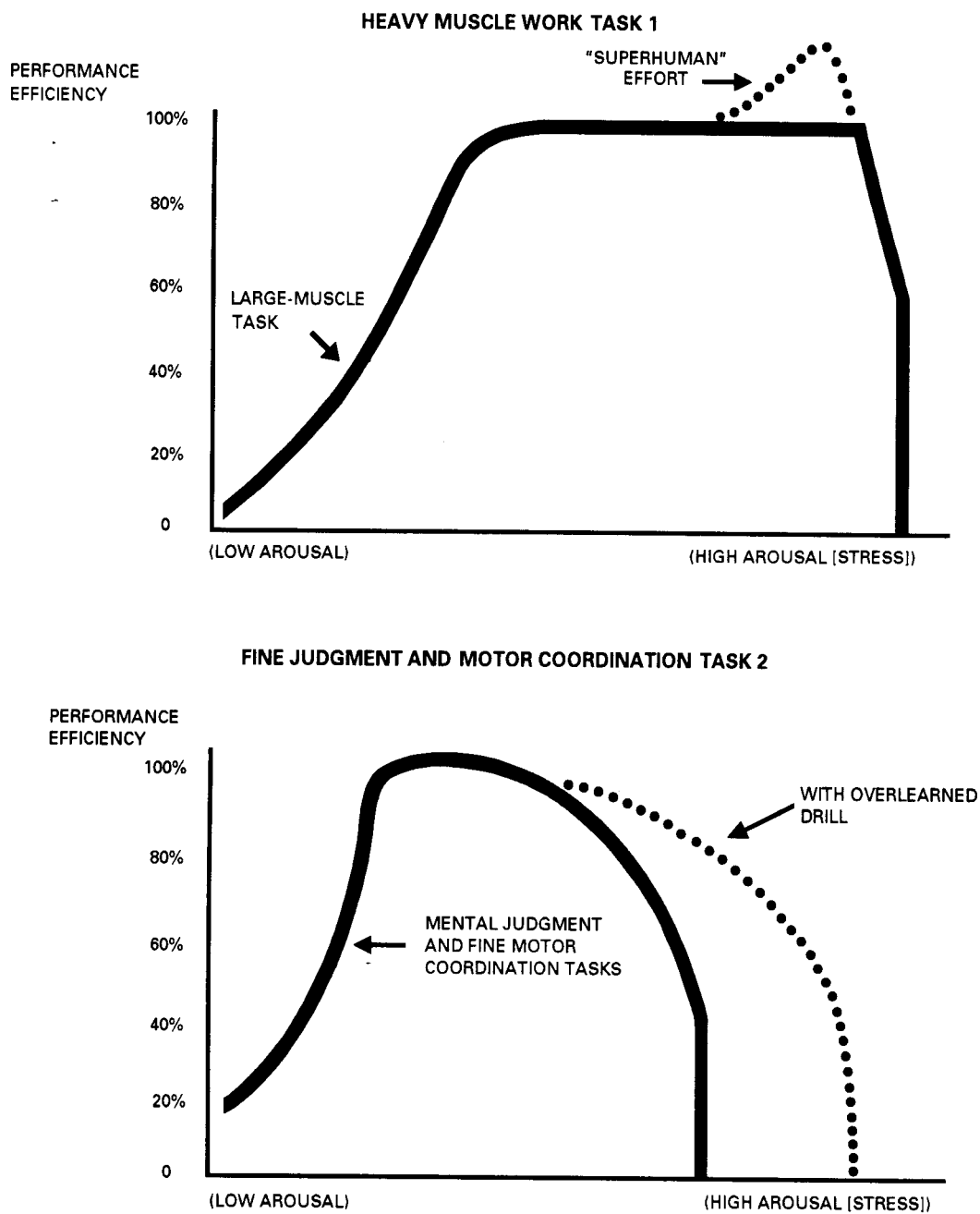


Figure 2-1. Change in performance with increasing arousal (stress) for two types of tasks.

overworked. Another example is aerobic fatigue (where the whole body is short of oxygen and perhaps blood sugar, is probably overheated, and is wanting to rest).

b. Sleep loss produces a different kind of fatigue which is primarily mental. The sleep-deprived person has trouble keeping his mind focused although he has no decrease in muscular or aerobic work capacity. People with sleep-loss fatigue usually appear tired and slowed down, or they may also be speeded up, hyperactive, and irritable.

c. Continued mental effort on a specific task, whether it is a task requiring much thinking or constant attention, produces mental fatigue. That is, performance gets progressively worse with time, and the person wishes he could stop to do something else. Even a few minutes of break, while the mind does some quite different mental tasks, substantially relieves the mental fatigue and improves the performance.

d. Physical illness can also bring on fatigue. People who have ever had the flu or even just a cold know how quickly one tires. They only want to rest or sleep.

e. Intense emotions also produce fatigue. This is especially true of anxiety and fear because they arouse the fight or flight reflexes of the physical stress process. This will be discussed later in justifying the use of the term battle fatigue.

f. The level of fatigue experienced may be influenced by—

- Work intensity.
- Task difficulty.
- Duration of sustained effort.
- General well-being of the individual.

Fatigue can also be influenced by the level of preparedness to perform the specific task.

(1) For physical fatigue: A marathon runner may have strong legs, superb aerobic fitness, great health, and self-confidence, but too little arm and shoulder strength to be able to chin himself even once before being stopped by fatigue.

(2) For emotional fatigue: A healthy, confident soldier may have learned to carry his Dragon missile and guide it to its target easily in peacetime training. But if he has never learned to control his own fear, he may find himself too quickly fatigued to even carry the weight, let alone keep the missile on target for 10 seconds while under real, lethal enemy fire. He may, however, still be able to perform simple tasks. In WWII, the following observations and conclusion were made:

(a) In the fighting for Kwajalein Atoll, troops were halted three times by enemy fire. Their energy was exhausted even though they suffered no casualties and had moved fewer than two miles. In the Normandy invasion, a strong infantry company with many vigorous young men hit the beach still fresh. Under intense fire, they found they had to drag their heavy machine guns across the beach a few feet at a time; when in training, they had been able to carry the same loads on the run.

(b) The Army reached the following conclusion from those observations: Fear and fatigue effect the body in similar ways. Fear, like physical work, drains the body of energy. This creates a self-perpetuating cycle. The overloaded soldier, feeling tired, becomes more susceptible to fear. The more fearful he becomes, the weaker he feels, and the more quickly he becomes fatigued.

2-7. Stages of Adaptation to a Threatening Situation

a. The stage of alarm (usually brief) is when the fight or flight response is extremely active. Performance is likely to be impaired unless the soldiers' responses are simple and instinctive (like running or freezing) or well drilled.

b. The stage of resistance is achieved if the subject successfully copes with the threat. The overarousal moderates and the sufferer begins to actively try to overcome or escape the

stressor or to adapt to it. Performance is often enhanced in the stage of resistance. If the stressor is mastered or adapted to, the person either returns to the baseline level of stress or may have some residual stress while working through the unpleasant memories and their long-term implications.

c. The stages of exhaustion may occur if the victim of stress is unable to escape, overcome, or tolerate a severe stressor. Performance deteriorates and may cease altogether. The victim may develop a stress-related illness and can even die of stress.

Section II. COMBAT PERFORMANCE AND COMBAT STRESS BEHAVIORS

2-8. Phases of Adaptation to Combat

During the first time in battle for soldiers, their combat performance is usually lower than it was in precombat training. The novice soldiers are also at relatively high risk of being killed or wounded. This is partly because they have not yet learned to identify and respond automatically to the true dangers (such as the specific sounds of incoming artillery or mortar rounds). Under extreme stress, they may experience difficulty with focusing their attention and remembering what they were taught in training. Their ineffectiveness may also be caused by fear-induced fatigue. First-battle soldiers are at high risk of becoming battle fatigue casualties. Soldiers in their first time under fire are likely to experience high anxiety (the stages of alarm) (see Figure 2-2[A]). Poor showing on first exposure to real battle can be reduced by providing tough, realistic training (especially battle drills under high stress), but it cannot be totally prevented.

a. *The Experienced Veteran.* If the soldier does not become a casualty in the first

battle, his combat skills will improve quickly over the next few days. His skills continue to improve gradually over the next weeks until he is as good as he can get. An experienced soldier gains confidence in his skill, comrades, and leaders (see Figure 2-2[B]). For him, the stage of alarm is mostly in anticipation. He responds selectively and automatically to the truly dangerous sounds and cues of the battlefield. When the action starts, he immediately achieves the stage of resistance and is remarkably calm as he focuses on his job. However, the veteran is likely to have a considerable rebound of arousal and anxiety when the fight is over. Not all veteran soldiers ever achieve the state of really low fear in action. Some drop to mid levels, yet still perform their duties effectively.

b. *Sustainment of Optimal Combat Skills.* Combat skills and high stress tolerance are maintained when frequent successful combat actions occur. If losses in the unit remain low, the veteran can maintain his optimal combat skills for many months. If there is a prolonged cease-fire or if the skilled soldier leaves the

combat zone on individual R&R, there may be a brief drop in performance on his return to battle. That drop would be accompanied by a return of the anxiety pattern shown by new soldiers (Figure 2-2[A]) but the anxiety is much briefer. This would be like the anxiety felt by the airborne-qualified soldier who is making a jump after not having done so for many months. Predictably, the experienced veteran will regain his combat edge quickly upon returning to battle.

c. The Overstressed Veteran. If the unit suffers many casualties, however, and the chance of surviving a long war seems poor, the experienced soldier's combat performance begins

to decline. It can occur after 14 to 21 days of cumulative combat or even after only a few days of extremely heavy losses. The overstressed veteran becomes more careful, loses initiative, and may be indecisive when he needs to act quickly. Figure 2-2(C) shows the anxiety pattern of an overstressed soldier who is doubting his chances of survival. There were too many close calls in the last battle; too many of his friends were killed (slowly over time or quickly). Under such stress, he feels his own skills are slipping, and it is just a matter of time before he, too, will surely be killed or maimed. Unless he is given the opportunity and help to reduce arousal level and regain some hope, he will soon fail.

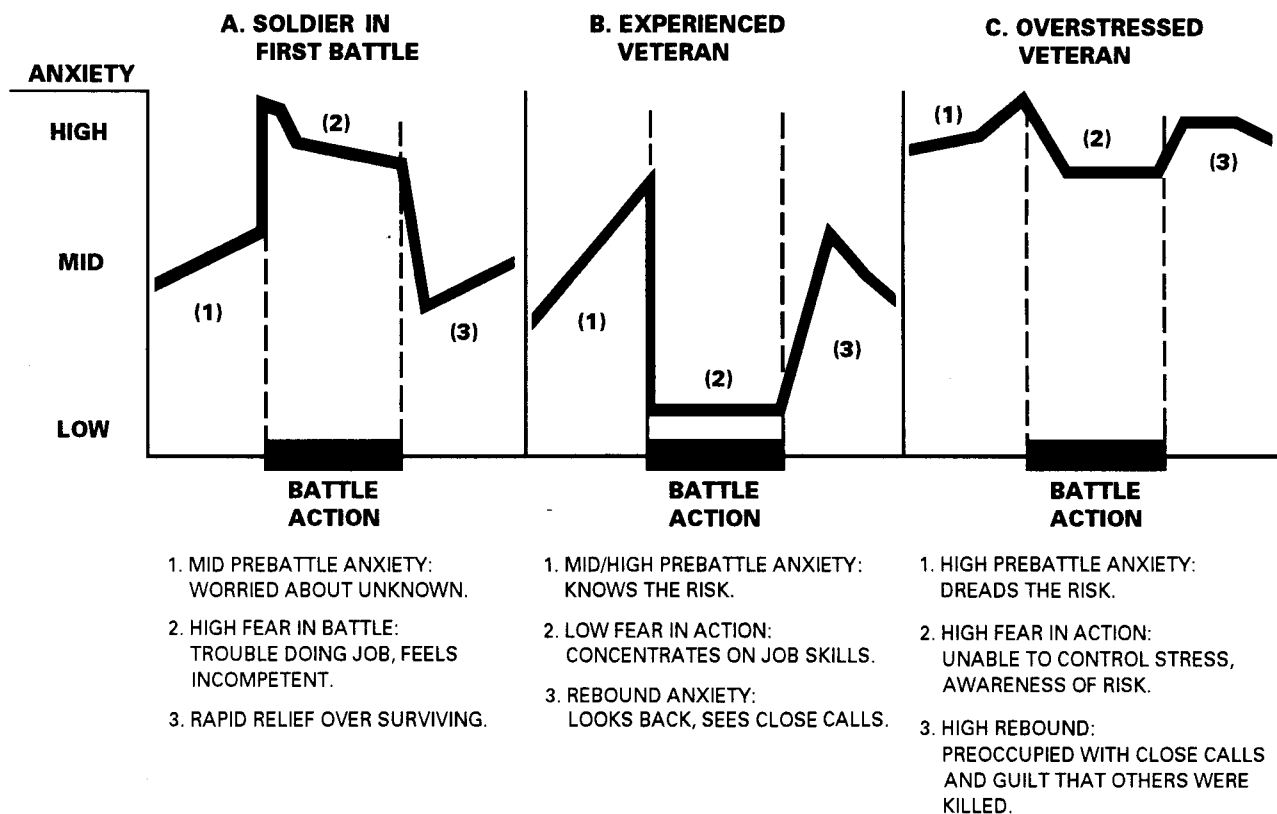


Figure 2-2. Anxiety, fear, and arousal at different stages in combat tour.

d. Decline of Combat Skills. How quickly performance declines will usually be related to how many casualties have occurred and how close the soldier was to them (both physically and emotionally). The decline may be hastened or slowed by leadership, unit, scenario, and home front factors such as those discussed in later chapters and in Appendix A.

e. Restoration of Combat Skills. Rest and recuperation, preferably with other soldiers in the unit, can substantially restore combat proficiency. Rest would also substantially return the anxiety pattern to that of the experienced veteran (Figure 2-2[B]). This recuperation can be accomplished with the help of the medical and combat stress control/mental health personnel at a medical restoration or reconditioning facility.

2-9. Combat Stress Behaviors

a. Combat Stress Behaviors. Combat stress behavior is the generic term which covers the full range of behaviors in combat, from behaviors that are highly positive to those that are totally negative. Table 2-2 provides a listing of positive stress responses and behaviors, plus two types of dysfunctional combat stress behaviors—those which are labeled misconduct stress behaviors and those which are labeled battle fatigue.

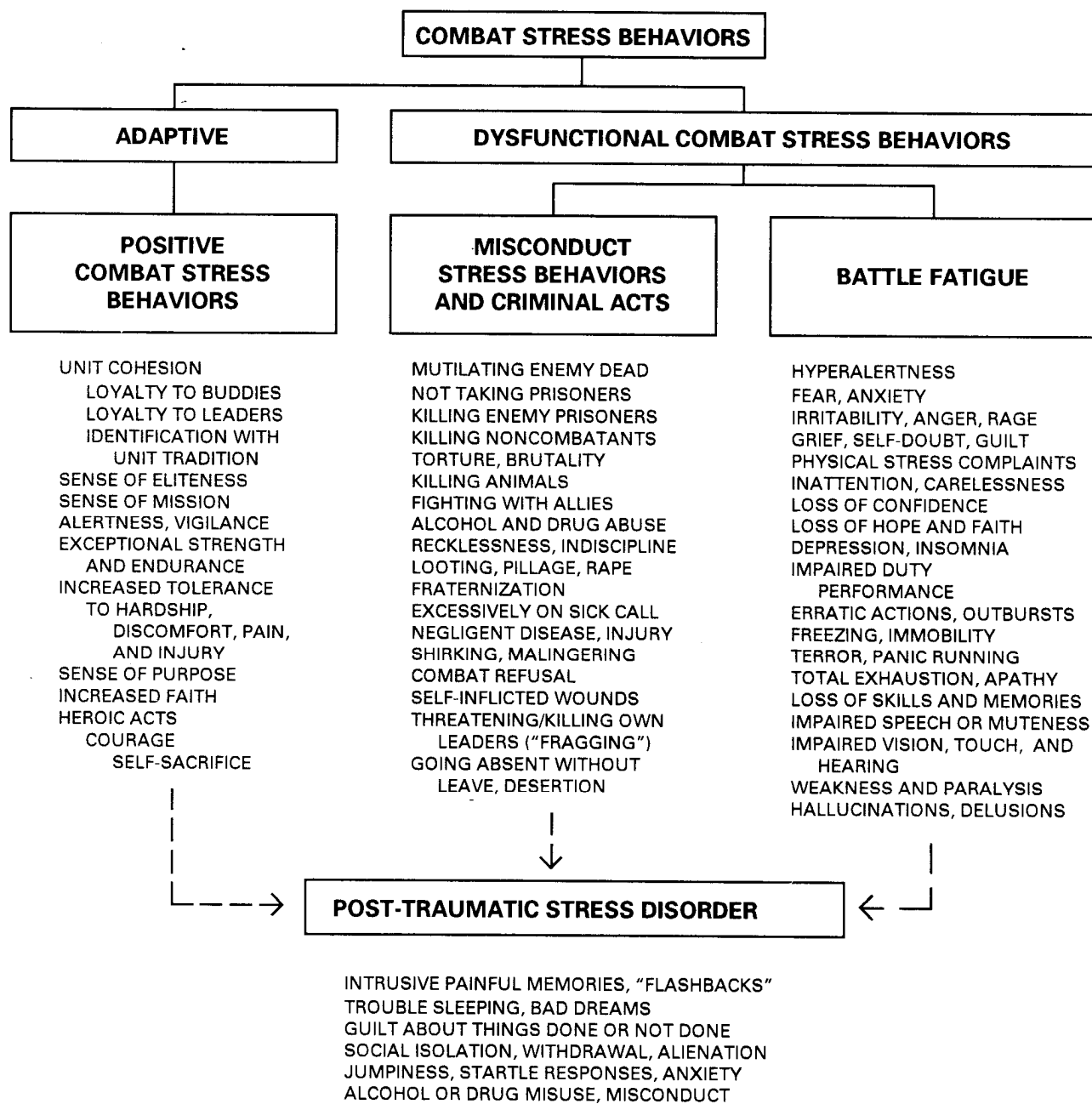
b. Positive Combat Stress Behaviors. Positive combat stress behaviors include the heightened alertness, strength, endurance, and tolerance to discomfort which the fight or flight stress response and the stage of resistance can produce when properly in tune. Examples of positive combat stress behaviors include the strong personal bonding between combat soldiers and the pride and self-identification which they develop with the combat unit's history and mission (unit esprit). These together form unit

cohesion—the binding force that keeps soldiers together and performing the mission in spite of danger and death. The ultimate positive combat stress behaviors are acts of extreme courage and action involving almost unbelievable strength. They may even involve deliberate self-sacrifice. Positive combat stress behaviors can be brought forth by sound military training (drill), wise personnel policies, and good leadership. The results are behaviors which are rewarded with praise and perhaps with medals for individual valor and/or unit citations. The positive combat stress behaviors are discussed further in Chapter 3.

c. Misconduct Stress Behaviors. Examples of misconduct stress behaviors are listed in the center column of Table 2-2. These range from minor breaches of unit orders or regulations to serious violations of the Uniform Code of Military Justice (UCMJ) and perhaps the Law of Land Warfare. As misconduct stress behaviors, they are most likely to occur in poorly trained, undisciplined soldiers. However, they can also be committed by good, even heroic, soldiers under extreme combat stress. Misconduct stress behavior can be prevented by stress control measures, but once serious misconduct has occurred, it must be punished to prevent further erosion of discipline. Combat stress, even with heroic combat performance, cannot justify criminal misconduct. See Chapter 4 for a discussion of misconduct stress behaviors.

d. Battle Fatigue. Battle fatigue is also called combat stress reaction or combat fatigue. See Table 2-2 for examples of battle fatigue. Those battle fatigue behaviors which are listed near the top may accompany excellent combat performance and are often found in heroes, too. These are normal, common signs of battle fatigue. Those that follow are listed in descending order to indicate progressively more serious or warning signs. Warning signs deserve immediate attention by the leader, medic, or buddy to prevent

Table 2-2. Combat Stress Behaviors



potential harm to the soldier, others, or the mission. Warning signs do not necessarily mean the soldier must be relieved of duty or evacuated if they respond quickly to helping actions. However, soldiers may need evaluation at medical treatment facilities to rule out other physical or mental illness. If the symptoms of battle fatigue persist and make the soldier unable to perform duties reliably, then medical treatment facilities, such as clearing station and specialized combat stress control teams, can provide restorative treatment. At this point, the soldier is a battle fatigue casualty. For those cases, prompt treatment close to the soldier's unit provides the best potential for returning the soldier to duty. See Chapter 5 for a detailed discussion of battle fatigue.

2-10. Overlapping of Combat Stress Behaviors

The distinction between positive combat stress behaviors, misconduct stress behaviors, and battle fatigue is not always clear. Indeed, the three categories of combat stress behaviors may overlap, as diagrammed in Figure 2-3. Soldiers

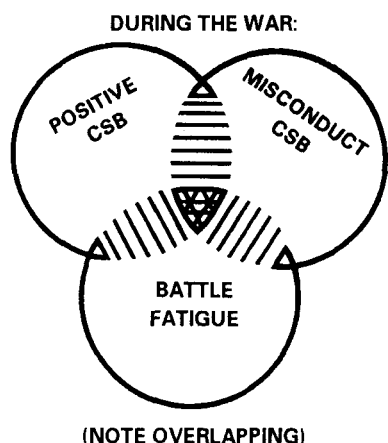


Figure 2-3. Overlapping of combat stress behaviors.

with battle fatigue may show misconduct stress behaviors and vice versa. Heroes who exemplify the positive combat stress behaviors may suffer symptoms of battle fatigue and may even be battle fatigue casualties before or after their heroic deeds. Excellent combat soldiers may commit misconduct stress behaviors in reaction to the stressors of combat before, during, or after their otherwise exemplary performance. Combat stress, even with good combat behavior, does not excuse criminal acts. However, it could be taken into account as an extenuating circumstance for minor (noncriminal) infractions or in determining nonjudicial punishment under Article 15, UCMJ, for minor offenses.

2-11. Post-Traumatic Stress Disorder

Post-traumatic stress symptoms are normal responses after extremely abnormal and distressing events.

a. Post-Traumatic Stress Disorder Signs and Symptoms. As with battle fatigue, post-traumatic stress symptoms come in normal/common and warning signs. These signs and symptoms do not necessarily make the sufferer a casualty or deserve the label of disorder. It is normal for the survivor of one or more horrible events to have painful memories; to have anxiety (perhaps with jumpiness or being on guard); to feel guilt (over surviving or for real acts of omission or commission); and to dream unpleasant dreams about it. This becomes PTSD only when either the pain of the memories or the actions the person takes to escape the memories (such as substance abuse, avoidance of reminders, social estrangement, and withdrawal) interfere with occupational or personal life goals.

b. Post-Traumatic Stress Disorder Preventive Measures. As with battle fatigue, there is no virtue in suffering, ignoring, neglecting, or hiding post-traumatic stress symptoms.

The normal/common signs deserve routine preventive measures, such as talking out and working through the painful memories. The warning signs certainly deserve this attention, as self-aid, buddy aid, and leader aid. Good preventive measures can head off true PTSD which might not show up until years after the incident.

c. Relationship Between Post-Traumatic Stress Disorder and Battle Fatigue. While PTSD and battle fatigue obviously share much in common, by definition, symptoms are not PTSD until the trauma is over (post). Therefore, this diagnosis should not be made while the soldier continues in, or is expected to return quickly to, the combat mission. As the dotted lines (Table 2-2) show, PTSD can follow battle fatigue (especially if inadequately or incorrectly treated). Israeli studies confirm earlier observations that immediate, far-forward treatment and return to duty protect battle fatigue casualties against subsequent PTSD. Premature evacuation of battle fatigue casualties often results in chronic PTSD. However, most cases of acute, chronic, and delayed PTSD after a war were not battle fatigue casualties during the battles.

d. Relationship Between Post-Traumatic Stress Disorder and Misconduct Stress Behavior. Post-traumatic stress disorder often follows misconduct stress behaviors. It may occur in—

- The victims of others' misconduct.
- Those who committed misconduct under stress and are haunted by guilt later.

- Those who were passive or reluctant participants.

- Those who simply observed severe misconduct and its human consequences.

- Those who were involved as rescuers or care givers.

e. Post-Traumatic Stress Disorder and Positive Combat Stress Behavior. Post-traumatic stress disorder can also occur in soldiers (or veterans and civilians) who showed no maladaptive stress behaviors at the time of the trauma and who showed positive, even heroic, combat stress behaviors. Even heroes can feel delayed grief and survivor guilt for lost buddies or be haunted by the memory of the enemy soldiers they killed in battle.

f. Leader Responsibilities to Prevent Post-Traumatic Stress Disorder. During the conflict, commanders and NCOs have the additional responsibility of preventing or minimizing subsequent PTSD. The most important preventive measure is routine after-action debriefing by small teams after any difficult operation (see Chapter 6 for additional discussion). Critical event debriefings led by trained debriefing teams should be scheduled following exceptionally traumatic events. Recommended leader actions are provided in Appendix A. When units or individual soldiers redeploy home from combat, leaders should debrief them and help prepare them for the transition. As Figure 2-4 illustrates, painful memories do not have to become clinical PTSD or misconduct stress behaviors. They can be accepted and diverted into positive growth. Chapter 6 gives more information on PTSD and its prevention and treatment.

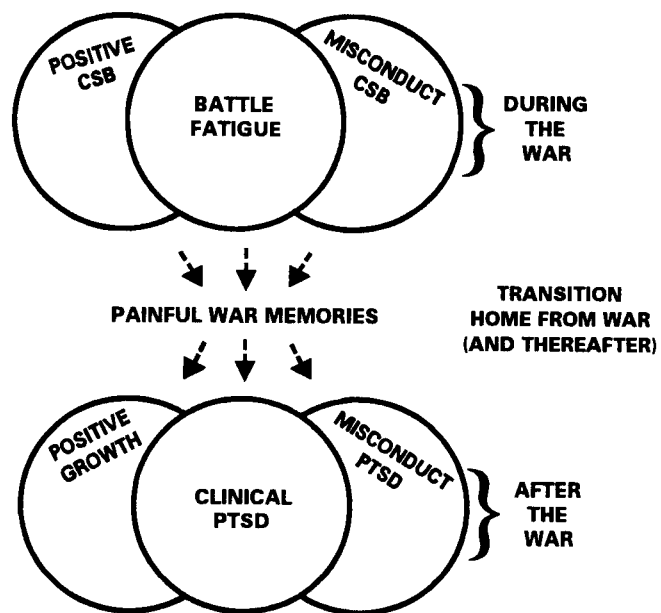


Figure 2-4. Relation between combat stress behaviors and PTSD.